ANDOVER

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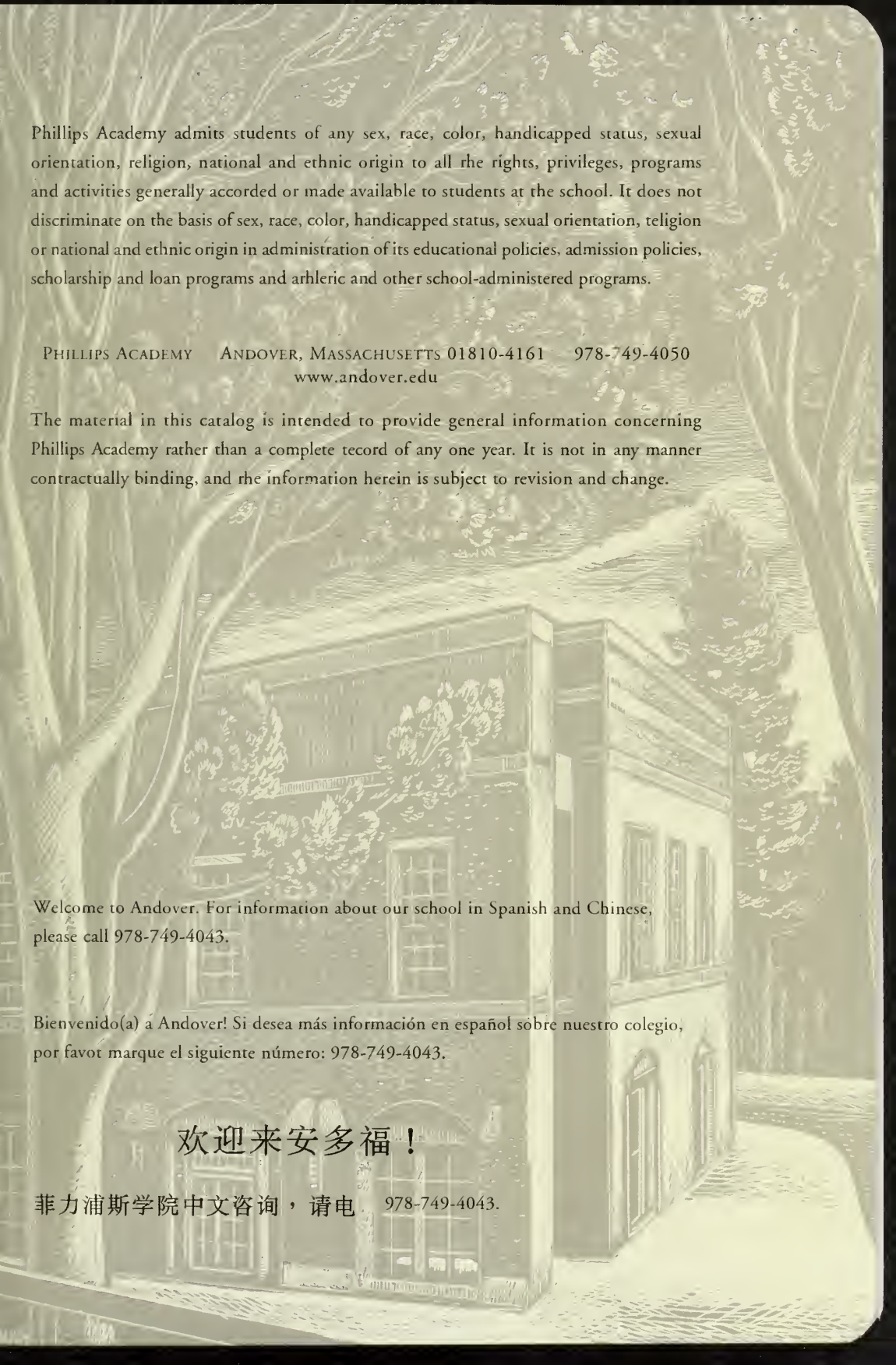

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www.andover.edu

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Welcome to Andover. For information about our school in Spanish and Chinese, please call 978-749-4043.

Bienvenido(a) a Andover! Si desea más información en español sobre nuestro colegio, por favot marque el siguiente número: 978-749-4043.

欢迎来安多福！

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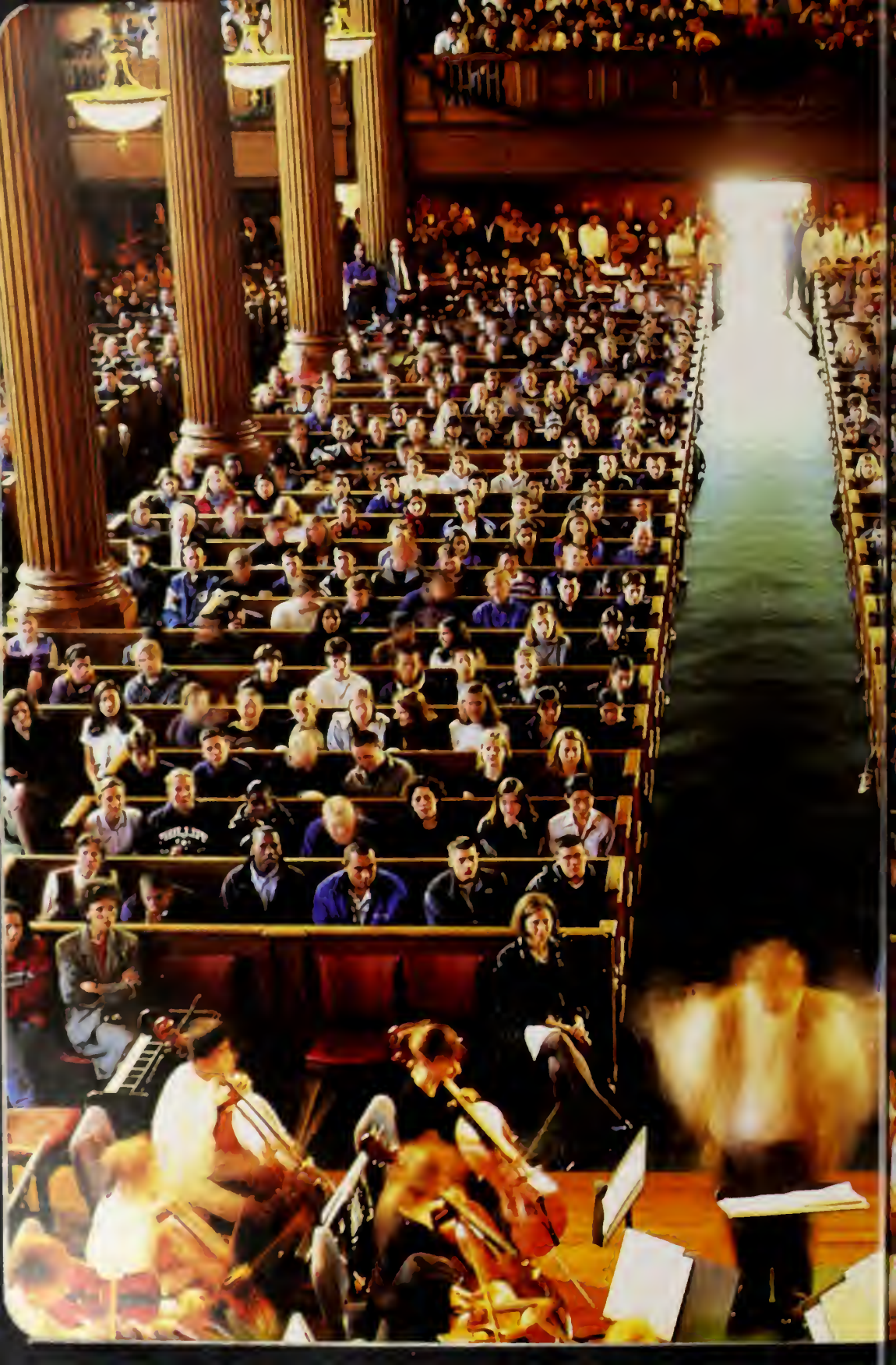

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PART ONE: WELCOME TO ANDOVER

"I heard this absolutely wonderful story about a young man from a rural area in Oregon, Jeremy Kurzyniec, whose seventh-grade teacher noticed how bright and capable he was, and how interested in learning. The teacher followed Jeremy's progress, told him and his parents about Andover, and helped get Jeremy an application. It turns out the teacher was an Andover graduate, as were his father and grandfather.

"Meanwhile, in East Los Angeles, a school counselor was impressed in much the same way with a student named Diana Lopez. Diana's family, though, didn't want her to go to a school so far away from home. But the family listened to the counselor and visited Andover, and after a day or two on campus, Diana's father said, 'OK. Now I want to go too.' Diana loves languages. She's studied Spanish and now Italian. I think about the diversity in just those two students, who had never heard of this place—and the impact of two teachers who care about young people."

—Barbara Landis Chase, Head of School

"The idea of leaving home four years early can be nerve-wracking for some, especially those who come from long distances, but it is well worth it. Attending boarding school has been one of the greatest experiences of my life. I have learned so much, not just in the classroom, but on the playing field and in the dorm. It is not for everyone, as it takes responsibility, but I wouldn't trade it for any other school experience."

—J. Cranston Gray III '02, Columbia, S.C.

GREETING FROM THE HEAD OF SCHOOL

Barbara Landis Chase

In our contemporary world, there are few places that provide a strong sense of community to the people who live and work in them. Phillips Academy students and faculty have found just such a place. The author John Gardner writes, "The traditional community could boast generations of history and continuity. Only a few communities today can hope to enjoy any such heritage." Andover's 226-year history creates the kind of continuity that is, indeed, rare in American secondary schools or in institutions of any kind. We invite you to experience our community as you come to know Andover through the process of applying for admission.

Andover was founded during the American Revolution on the principle that it would be open to "Youth from every quarter" and with the motto *non sibi*, which means "not for one's self." These ideals have created a shared culture of respect for and service to others that has endured for two centuries. Today, an $8.9 million financial aid budget helps to make those ideals a reality. Students at Andover do indeed come "from every quarter" of the globe and of society. They come together to immerse themselves in activities that are not available at most other secondary schools: Students may study Chinese, organic chemistry or architecture, for example, or they may participate in world-class math competitions, manage an FM radio station, perform in a jazz band or act in a theatre production under the direction of a Broadway playwright. In all these endeavors, Andover students are guided by faculty members

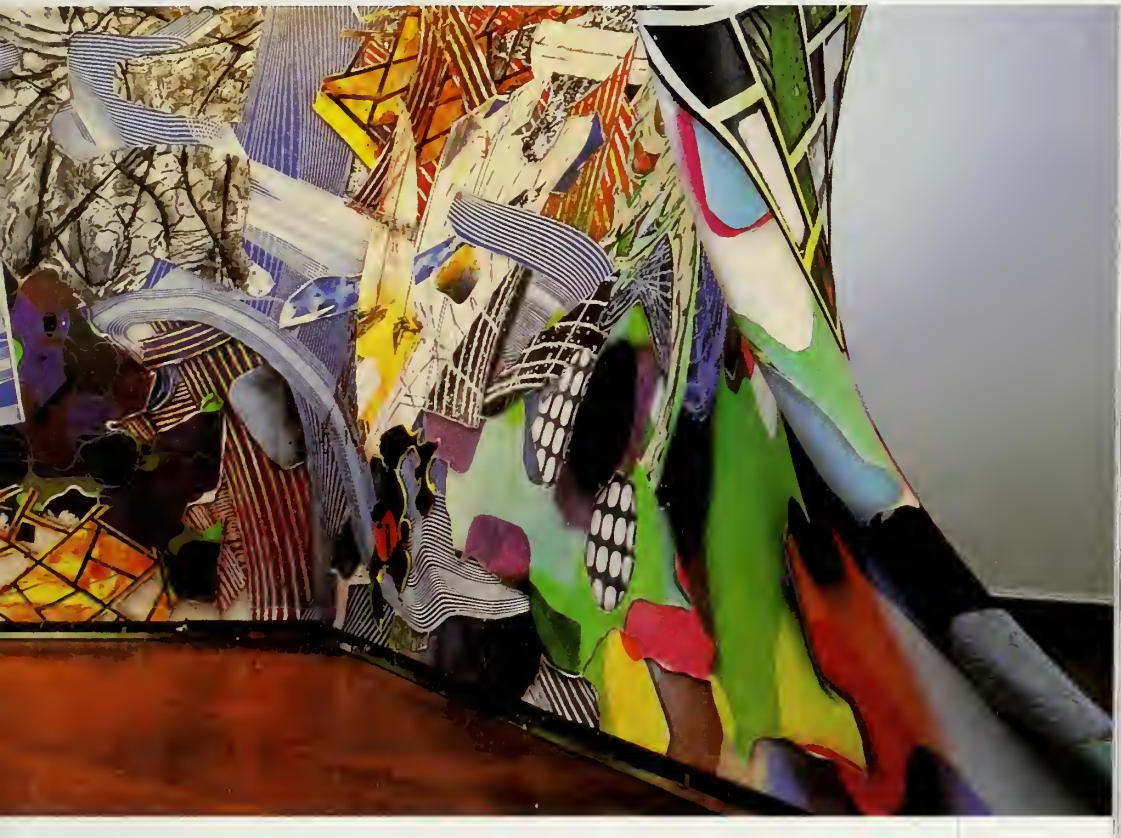
who are extremely talented and productive in their fields of expertise. They are athletes, poets, scientists, musicians, authors, linguists, historians, mathematicians and, above all, mentors to their students.

In recent years, Andover has been working to develop its programs in student support to ensure students get the most out of our rich academic and extracurricular offerings. We have been gradually reducing the size of the school from 1,180 students to 1,050 students, and we have built faculty apartments in a number of larger dormitories to lower the residential student-teacher ratio from 20:1 to 12:1. We have adjusted the daily schedule to allow each course one double class period each week and to allow more time for advising. We have bolstered the development of reading and writing skills by restructuring the ninth- and 10th-grade programs, and, at the same time, teachers have been collaborating on new interdisciplinary courses that offer exciting opportunities for the cross-pollination of ideas. Underpinning the academic and residential life at Andover is an intentionally redundant network of overlapping policies, programs and services that provide psychological, medical and spiritual support for the developing adolescent.

I join the entire community in welcoming you to Phillips Academy. Some of you will spend time on campus, while others may come to know the school only through this catalog and an interview with a representative alumnus or alumna, but all of you will become, for a moment at least, an important part of the school and its long tradition. Welcome.

"For me, one of the greatest things about Andover is the student-faculty relationship. Faculty members not only are intelligent and insightful, but also strive to help all their students succeed by offering extra help during conference period and at other times. They are here not just to present material, but also to help you learn how to think and how to ask the right questions."

—Stephen Fee '03, Washington, D.C.



"The most difficult transition for me was leaving my family to come to Andover. However, the minute I walked into my new dorm, I was greeted by prefects who genuinely wanted to make me feel at home and by 35 other girls who were in exactly the same situation I was. None of us knew each other and everyone was eager to make new friends."

—Victoria VanStekelenburg '05, Greensboro, Ga.

The school colors are blue and white, and the mascot is a gorilla named Gungo.

INTRODUCTION

Jane Foley Fried, *Dean of Admission*

Applying to secondary school can be quite an adventure as you study the schools that interest you and embark on an admission process in which you will be asked to write and talk about yourself. What will you write? Who are you now?

You know the things you have accomplished so far—the academic classes you have taken, the service you have performed in your community, the sport or art you've worked at so hard, the moments when your family needed you and you gave of yourself. But what of the future? The admission process will give you a chance to celebrate who you are, but it will challenge you to think about who you may yet become. What are your needs, and what are your desires? What are your current interests, and what might just interest you that you have never even considered before? Do you have dreams, and where can you reach them?

If you are going to leave your home or your hometown school for a boarding school, you will want to choose a school that meets your needs and desires and that you will not outgrow, but that will grow with you through your high school years.

We are delighted you have taken an interest in Andover. This historic school is known for the breadth and depth of its curriculum and co-curriculum and for the enormous variety of experiences we offer. The faculty and students here have gathered from cities and suburbs and tiny towns and villages all over this country and the world in order to pursue their dreams together. Our campus is large, but the cluster system of neighborhoods provides the support found in schools a quarter of our size.

HISTORIC TIMELINE

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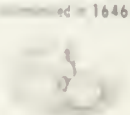
The town of Andover, Massachusetts, is incorporated in 1646



On **April 21 1778** Phillips Academy is founded for boys by 26-year-old Samuel Phillips Jr. Now the oldest incorporated boarding school in the nation, Phillips Academy at the outset enrolled boys of varying ages and first enrolled 13 students. The Phillips Academy Constitution states that the students must be able to read English to be admitted

In Phillips Academy's first class of **1778** is six-year old Josiah Quincy, who grew up to be the mayor of Boston and president of Harvard

In **1780** 8 a.m. devotional exercises are required of all students

Andover is a coeducational boarding school for students in grades nine through 12 and postgraduates. We welcome approximately 200 ninth-graders, 70 10th-graders, 20 11th-graders, and 30 one-year seniors (12th-graders and postgraduates) each year. The admission process begins with filling out Part One of the application located in the pocket at the back of the catalog or online at www.andover.edu. (Click on admission and select Part One of the application.)

Andover is a unique school, and this catalog is unique as well. From the voices of the faculty and students and the resources of the academy's archives and museums, we've created text, graphics and also a timeline, beginning on the previous page, of notable moments in the school's history. The companion *Course of Study* describes our 300 academic courses in detail. Together, these documents should give you a good sense of Andover's rich history, exceptional program and community spirit. We take great pleasure in introducing you to Andover as we anticipate the great pleasure of learning more about you.

If you are able to come to campus for an interview, please visit us in the Shuman Admission Center. (See page 176 for directions.)

ANDOVER

The school's name is Phillips Academy, but most people call it Andover, the name of the picturesque town in northeastern Massachusetts in which the school is located.

A year after Harvard does, Andover adds French to the curriculum in **1781**.

In **1781**, Phillips Exeter Academy is founded by John Phillips, Samuel Phillips' uncle.

Paul Revere, known as the best craftsman of metals in Boston at the time, is commissioned in **1782** to make the Phillips Academy Seal. Around the symbol of a rising sun and a hive of industrious bees, he engraves the educational faith of Andover's founders—"The end depends upon the beginning." The founders' religious and patriotic commitment to the common good is symbolized by the second motto on the silver seal, *non sibi*, meaning "not for one's self."

STATEMENT OF PURPOSE

Phillips Academy, a residential secondary school, seeks students of intelligence and integrity from diverse cultural, racial, socioeconomic and geographic backgrounds.

The school's residential structure enables faculty to support students in their personal, social and intellectual development. The academic program fosters excellence in all disciplines within the liberal arts tradition. Faculty members guide students in mastering skills, acquiring knowledge and thinking critically, creatively and independently. The school strives to help young people achieve their potential not only intellectually, but also artistically, athletically and morally, so that they may lead responsible and fulfilling lives.

The academy is committed to establishing a community that encourages people of diverse backgrounds and beliefs to understand and respect one another and to be sensitive to differences of gender, ethnicity, class and sexual orientation. In its programs, the school seeks to promote a balance of leadership, cooperation and service, together with a deeper awareness of the global community and the natural world.

Andover's 1778 Constitution charges the academy to prepare "Youth from every quarter" to understand that "goodness without knowledge is weak . . . yet knowledge without goodness is dangerous." This obligation challenges students in mind, body and spirit to see beyond themselves and to go beyond the familiar; to remain committed to developing what is finest in themselves and others, for others and themselves.

This revised version of the Statement of Purpose, *voted by the faculty in winter 2000, reaffirms the academy's goals set forth in the* Constitution *of 1778.*

In **1783**, Howell Lewis, a Virginion, is one of the first adventurous students from outside of New England to attend Phillips Academy. He is the nephew of George Washington.

President George Washington stops at Phillips Academy in **1789** during his tour of New England. Washington addresses the school and holds an informal reception, which he attends on horseback.

ELIPHALET PEARSON

Half the round century's firmament were down
Call home our shores that earliest day
When proud Elizabeth, Time see him crown
And rainbow his throne, his spear and hunting hound
Many young Elizabeths ruled the room of boys
In teen-age years, in old world costumes,
And now for Harvard, a solemn file he lays down
One self same youths the very boys we knew

The boys who took their places on the hard benches in the old joiner's shop were not harassed by the intricacies of a complex curriculum or by the problem of choosing among seductive optional courses. The schedule of work prepared by Preceptor Pearson included only Latin, Greek, a little - a very little - mathematics and some reading in religious treatises. They complained of being obliged to get by heart passages from Cheever or *Short Introduction to the Latin Tongue* one of the standard textbooks. Much of this, as he confessed, he was unable to understand. [illegible] though ready and even [illegible] the rule [illegible] that [illegible] sentence until the first had been completed. I was kept at [illegible]

Phillips Academy, founded in rural New England during the Revolutionary War, speaks today to the richness of many traditions and is testimony to the dreams and aspirations, viable still, of its founders. Although it has been coeducational only since 1973, the recognition of the importance of education for both young men and young women was present at the beginning.

In 1778, Samuel Phillips and his wife, Phebe, made a "bargain." If she would move from Cambridge to Andover to help him in establishing Phillips Academy, he would afterward join her in founding an academy for girls. And so the commitment was made and the educational endeavor begun.

On April 21, 1778, the *Constitution* of Phillips Academy was signed. Both Samuel and Phebe Phillips died before her dream of a girls' school could be realized, but not before the dream could be handed on to willing hearts. In 1828, Phillips Academy trustees and other Andover residents met with Mme. Sarah Abbot to plan the school that would open its doors on May 6, 1829, as Abbot Female Academy, one of the first schools in New England to be founded for young women.

Each school in the years that followed remained faithful to the commitments made in their constitutions: "to enlarge the minds and form the morals of the youth committed to its care." Each had a long and rich life and witnessed its students' growth, both in self-discovery and in service to others. And in 1973, Samuel and Phebe Phillips' bargain was realized anew as Phillips Academy and Abbot Academy merged and created a distinctive coeducational institution that combined the best of both traditions. "*Finis origine pendet,*" the academy seal affirms. The end does indeed depend upon the beginning.

—Jean St. Pierre
Instructor in English and Theatre
Abbot Academy
Phillips Academy

Eliphalet Pearson is Phillips Academy's first headmaster.

In **1789**, the first scholarships from John Phillips are recorded "in consideration of further promating the virtuous and pious education of Youth."

Samuel F.B Morse, inventor of the telegraph and originator of the Morse Code, graduates in the Class of **1805**.

In **1805** the initial instruction in writing, music and the rudiments of mathematics are required.

The PHILLIPIAN

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CAMPUS

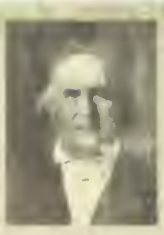
Phillips Academy's 500-acre campus rolls across a hilltop in the town of Andover, Mass., about 21 miles north of Boston and about the same distance west of Salem, Gloucester and the sea. Elm-shaded paths crisscross campus lawns and quadrangles that lead to more than 150 buildings, including the Addison Gallery of American Art, the Oliver Wendell Holmes Library and the Robert S. Peabody Museum of Archaeology.

[A map of the campus can be found in the pocket at the back of the catalog.]

RESOURCES

The school's endowment of approximately $470 million (as of June 30, 2002) supports student scholarships and tuition, maintenance of the campus, academic programs and the academy's faculty. Among the school's resources are 571 dormitory rooms, 95 classrooms, an astronomical observatory, more than 200 computers, a video and electronic imaging center, language and music laboratories, a licensed FM radio station, 10 extensive science laboratories, an 80-acre bird sanctuary, 35 art and music studios and practice rooms, a state-of-the-art theatre complex, three gymnasiums, a swimming pool, 18 playing fields, 18 tennis courts, two dance studios, an all-weather track, Phelps Stadium and the Harrison Rink, which opened in spring 2002, as well as a covered rink. The Richard L. Gelb Science Center will open in 2004.

In 1808 the Andover Theological Seminary is founded on property adjoining Phillips Academy.



Headmaster John Adams adds the study of Thucydides and Herodotus to the curriculum in 1810.

In 1811 William Goodell walks 60 miles from his home to attend Phillips Academy, carrying his trunk on his back.

THE FACULTY

Andover has 222 full-time and part-time faculty members who hold, among them, 38 Ph.D. and 127 master's degrees. Extraordinarily talented in their fields of expertise, they are committed educators who offer guidance and support not only in the classroom, but in all aspects of their students' development, including athletic ability, social skills, multicultural awareness and ability to make moral decisions. Because classes average only 13 students and the school's overall student/faculty ratio is 6 to 1, Andover's talented faculty, 95 percent of whom live on campus, are able to guide their young students effectively.

STUDENTS: "YOUTH FROM EVERY QUARTER"

Andover's 1,080 students, equal numbers of boys and girls, come from approximately 45 states and from 30 countries, and each brings to campus a treasure of experiences and traditions to share. Of many different religions and cultures, the students are partners in a multicultural community that has been celebrating diversity for more than 200 years. Informally, in conversations on campus and simply by living and studying together, our students constantly teach each other about their backgrounds and cultures. Formally, the school's office of Community and Multicultural Development sponsors dozens of lectures, films, special programs and cultural celebrations throughout the year.

About 10 percent of the student body is internotionol.
Thirty-one percent of the student body is comprised of students of color.
About 38 percent of the student body receives need-bosed finonciol oid.

ANDOVER'S GRADES HAVE UNUSUAL NAMES:

9th-graders are called **juniors.** As the school's youngest members, juniors have a special academic and residential program designed to guide them successfully through their first year.

10th-graders are called **lower-middlers or lowers.** Lowers, too, have a special program, the Life Issues curriculum, a series of classes with topics ranging from peer relations to community work.

11th-graders are called **upper-middlers or uppers.**

12th-graders and postgraduates are **seniors.**

> Much could I tell you that you know too well;
> Much I remember, but I will not tell;
> Age brings experience; graybeards oft are wise,
> But oh! How sharp a youngster's ears and eyes!
>
> From *The School-Boy*
> by Oliver Wendell Holmes
> Class of 1825

In **1814** graduation ceremonies at the end of the year are established and Wednesday afternoons are reserved for declamations

Bulfinch Hall, designed in the style of Charles Bulfinch, is built in **1819**

Discussion begins in **1820** on the course of study necessary to prepare for college. Twenty subjects are studied, 13 of which are in Latin and Greek

In **1825,** Oliver Wendell Holmes, poet, literary leader and doctor, graduates from Phillips Academy. Holmes immortalized Bulfinch Hall, "the classic hall," in his 1878 poem *The School-Boy*

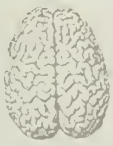
CLUSTERS: "COMMUNITIES WITHIN A SCHOOL"

The cluster system of five "communities within a school," each a neighborhood on the campus, is the heart of Andover's campus life. Designed to create opportunities for close student-faculty contact, clusters give students the advantages of a small residential community. Each cluster of about 200 boarding and day students and 40 faculty families is led by a cluster dean and is a microcosm of the school as a whole, including students from all backgrounds with all sorts of interests. Student orientation, intramural sports, weekday social functions, Blue Key activities and discipline are all organized by cluster. During the course of the school year, each cluster takes on its own distinct personality and spirit. (Cluster affiliations do not affect academics, extracurricular activities or interscholastic athletics.)

The five clusters, organized by the geographic locations of their member dorms, are Abbot, Flagstaff, Pine Knoll, West Quad North and West Quad South.

The Blue Key

The Blue Key organization is in charge of Andover's school spirit. Its members, energetic seniors, have been known to paint their faces vivid shades of blue for the Andover-Exeter football games.



"Do females possess minds as capable of improvement as males?" is the subject of the **1827** Philomathean Society debate.

On May 6, **1829**, Abbot Academy, one of the first educational institutions in New England to be founded for young women only, opens its doors. Founded by Sarah Abbot, it has 70 girls in its first class. The school thrives and ultimately merges with Phillips Academy in 1973. Its vision: "a commitment to basic intellectual training and moral guidance, resistance to passing fashion, and—above all—a respect for the importance of women in American society."

"What's great about Andover is that there is no one way of teaching. I had three different English teachers in two years, and each one brought a noticeably different style to the classroom. I got to examine writing in a variety of ways, and it kept me on my toes."

—Alanna Hughes '04, Andover, Mass.

The Teachers Seminary at Phillips Academy is established in **1830** to provide general education for non-college bound students.

Samuel Francis Smith writes "America" (My Country, 'tis of Thee) in **1832** while living in the house on Main Street now known as America House. It has been used as a dormitory by the academy since 1919.

Frederick Law Olmstead, famed landscape architect and designer of Central Park in New York City, graduates in **1838**.

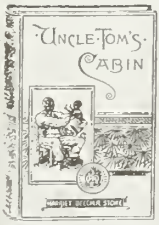
In **1840**, the cost of tuition for one term is $6.00, a fee "which is remitted to indigent students."

"I learn something new every day from the guys in my dorm. Everyone brings something different in terms of life experiences, talents, culture and interests. Also, everyone seems to have an academic strength, so when I'm stuck on a homework problem, there's always someone around to help. After my initial adjustment to dorm life, it really became more of a question of how I would handle the transition back to home life because I love living in my dorm so much."

—Knef King '04, South Bend, Ind.

The Teachers' Seminary at Phillips Academy becomes the English Department and coordinates with the Classical Department in **1842**.

In **1850,** the school's first gymnasium is founded.



In **1852,** Calvin Stowe and wife Harriet Beecher Stowe arrive in Andover. He is a professor at the Andover Theological Seminary and she has just finished writing *Uncle Tom's Cabin.* Harriet begins to hold social events that are criticized as leading to "dissipation for the students."

PART TWO:
UNIQUE CAMPUS RESOURCES

THE ADDISON GALLERY OF AMERICAN ART

In 1930, when Thomas Cochran, Class of 1890, gave to the school the Addison Gallery of American Art, he wrote that he wished his gift "to enrich permanently the lives of the students of Phillips Academy by helping to cultivate and foster in them a love for the beautiful." Serving as both a nationally recognized museum and an educational resource for the school and the region, the Addison enriches the life of Phillips Academy and the community in many ways. The museum's holdings are acknowledged as a distinguished collection and include works by, among others, Washington Allston, John Singleton Copley, Benjamin West, Thomas Eakins, Winslow Homer, James A. McNeill Whistler, George Bellows, Edward Hopper, George B. Luks, John Sloan, Alexander Calder, Hans Hofmann, Georgia O'Keeffe, Jackson Pollock, Frank Stella (PA '54) and Andrew Wyeth.

Winslow Homer, *Eight Bells,* 1886, oil on canvas, Addison Gallery of American Art

The Addison serves Andover's students and the public through nine or more exhibitions each year. In collaboration with the Tang Teaching Museum and Art Gallery at Skidmore College, New York, the Addison organized the groundbreaking exhibition *Trisha Brown: Dance and Art in Dialogue, 1961-2001,* which

opened in Andover and is traveling throughout the country.

The museum's education department arranges special classes, exhibitions and visiting artist programs for Phillips Academy students to accompany their course work. Recently, students and faculty in the English, history and art departments worked with the Addison to write texts and poetry to accompany the exhibition *Conversations: A Collection in Dialogue*. In 2003, students from Phillips Academy and Lawrence High School assisted nationally recognized artist Jim Hodges with the creation of *Colorsound*, a visual and musical installation.

Top: Rov DeCarava, *Graduation Day*, 1949, g
silver print, Addison Gallery of American Art.
Below: John Sloan, *Sunday Women Drying Th*
1912, oil on canvas, Addison Gallery of Amer

During a typically busy month at the gallery, classes studied 19th-century American history, art and literature through works by Hudson River School painters Frederic E. Church and Asher B. Durand and the growth of the American city through works by George Bellows and Edward Hopper. Photography and art students learned about composition and sequencing by studying photographs created on campus by Ellon Artist-in-Residence Anna Gaskell. Community service students led children in after school workshops to explore the exhibition *Maurice Prendergast: Learning to Look* and to make their own abstract collages. Thousands of students from public schools in Lawrence, the Merrimack Valley and the Greater Boston area visited the museum's exhibitions.

The first female head of Abbot Academy, Nancy J. Hasselman, arrives in 1854. She strengthens the curriculum and manages the school's business affairs. The July trustee report says, "We regard it as a prominent peculiarity and excellence of this school that the pupils are taught to think for themselves."

The average is one faculty member for every 19 students at Phillips Academy in 1855.

Richard T. Greener is the first African-American student to graduate from Phillips Academy, Class of 1865. He goes on to become the first black graduate of Harvard.

THE OLIVER WENDELL HOLMES LIBRARY

At the hub of Andover's intellectual life is the Oliver Wendell Holmes Library, named after the famous physician, poet and wit, who was a member of the Class of 1825. The building contains the academy's main collection of over 102,000 volumes and is home to more than 200 years of Phillips Academy archives and several special collections. The library subscribes to 250 current American and foreign-language serials, provides access to thousands of additional journals through full-text electronic data bases, receives several daily newspapers from throughout the country and has an extensive microform collection. The OWL, the library's Web-based automated catalog, also provides access to material at the Brace Center for Gender Studies, the Addison Gallery of American Art, the Robert S. Peabody Museum of Archaeology and the William B. Clift Jr. Record Library. Because of Andover's strong academic tradition, the OWHL's mission includes responsibility for teaching students how to retrieve and evaluate information rapidly and simply in all formats. The building, open more than 80 hours each week to support student and faculty study and research, contains open stacks, an 18-station electronic resource center, seminar rooms, faculty research carrels and a number of classrooms.

Particular treasures in the Oliver Wendell Holmes Library are the Janssan Atlas, printed in Amsterdam in 1657, the papers and books of Dr. Holmes and one of the world's leading collections of Vergiliono.

My cheek wos bore of odolescent down
When first I saught the academic tawn;
Slow rolls the cooch olong the dusty rood,
Big with its filial and parental load;
The frequent hills, the lonely woods ore post,
The school-boy's chosen home is reached at last.

From *The School-Boy*
by Oliver Wendell Holmes

Shimeta Neesima leaves Japan as a stowaway on the ship *Wild Rover* for America. He is adopted by the shipowner, an Andover trustee, and takes on the name Joseph Hardy Neesima. In **1867**, Neesima graduates from Phillips Academy, later from the Andover Theological Seminary. Neesima becames the first Japanese to be ordained a Congregationalist minister. He returns to Japan and founds Doshisha University, now the largest private university in Japan.

THE ROBERT S. PEABODY MUSEUM OF ARCHAEOLOGY

Founded in 1901 through the bequest of Robert S. Peabody (PA 1857), an amateur archaeologist with a lifelong interest in Native American cultures, the Peabody Museum was established as a place for students to discover "sciences such as archaeology." Later the museum sponsored notable projects, including A.V. Kidder's pioneering work at Pecos Pueblo (1915–1929) and the first excavation of an African American site in 1943. The museum was also the location of the formative meetings of the Society for American Archaeology in 1953 and participated in initial research on carbon-14 dating in the 1950s. The collections, including over 400,000 objects representing diverse indigenous cultures in the Americas and reflecting more than 12,000 years of culture history, serve Phillips Academy curriculum and are the subject of ongoing scholarly research and publication.

THE BRACE CENTER FOR GENDER STUDIES

The Brace Center for Gender Studies, in historic Abbot Hall, provides resources for the study of issues related to gender and so enhances and strengthens Andover as a coeducational institution. The center sponsors lectures, films and forums on adolescent growth and development and the influence of gender on individual achievement. It houses an extensive lending library of books on gender-related topics. Each year, the center provides research grants to faculty and student fellows who present their findings in public forums. Presentations have included, among others, "Simone de Beauvoir: *The Second Sex* at 50, Coeducation at 25"; "Cracking the Morse Code: Deciphering Patterns of Enrollment and Success in Mathematics at Phillips Academy"; "Identity: An African-American View"; and "Innovations in Music Education: The Contributions of Julia Crane and Eleanor Smith."

The formation of the Abbot Alumnae Association occurs in **1871** upon the suggestion of Miss Phebe McKeen

In **1871** "uncle" Samuel Taylor, headmaster of Phillips, dies on the steps of the chapel while entering for morning service

Modern foreign languages are introduced into the classical department in **1872**

In **1873**, the Abbot *Courant* is founded as Abbot's history and literary magazine

THE MONCRIEFF COCHRAN SANCTUARY

The Moncrieff Cochran Sanctuary is an 80-acre tract of rare beauty on the northern end of campus. Dogwood, azalea, rhododendron and laurel provide a succession of bloom from late April to mid-June. Trails wind around two ponds and through extensive natural wild areas and are used all year long by hikers, bird watchers, cross-country runners, mountain bikers, cross-country skiers and the academy's Search and Rescue program.

"To sit with a pair of binoculars and not hear any motors at all, no noise pollution, just the silence of the sanctuary, is quite incredible."
—Marc Koolen
Instructor in Biology

RESOURCES IN TECHNOLOGY

Andover's world-class computing facilities are staffed by professionals who provide assistance to students and faculty. Presently, a state-of-the-art fiber-optic computer network provides high-speed computer access to more than 70 academic, administrative and residential buildings on campus. Network access is available to all students through the dormitories and through public Technology Learning Centers (TLCs) with more than 200 computers. In addition to individual e-mail accounts and private, in-dorm phone lines with voice mail, each student has high-speed Internet access from his or her dormitory room. Andover's online Intranet community, PAnet, allows students, faculty and administrators to share ideas and work, to participate in online discussions and to post schedules. A Web-based system, PAnet, can be accessed by students and faculty on- or off-campus via the Internet.

The arrival of Cecil F.P. Bancroft as headmaster at Phillips in **1873** marks the beginning of the "modern" Andover. During Bancroft's tenure the student body increases from 262 to over 400 pupils.

In **1875,** the four-year Classical course is introduced at the school.

In **1877**, *The Phillipian,* the official student newspaper of the academy, is established. One of the oldest school newspapers in the country, it is still published every Friday of every school year.

PHILLIPS ACADEMY COMPUTER CENTER

The Phillips Academy Computer Center (PACC), located in the library's lower level, is the academy's primary computing facility. Open more than 70 hours each week, the PACC is available to students, faculty and staff for their individual use, while classes in nearly all academic subjects are held in the computer seminar rooms. An evolving hub of electronic technology, the PACC houses over 90 Macintosh and Windows computers and contains a variety of other equipment, such as high-resolution scanners, color printers and high-speed laser printers. Technical staff provides assistance to users, and handouts or software manuals are available as references for every software package.

THE GEORGE WASHINGTON HALL THEATRE

The Frances Young Tang Theatre is a highly sophisticated, 350-seat flexible courtyard theatre that can be reconfigured to accommodate proscenium, three-quarter or arena-style stagings. The theatre boasts a computerized light board and digital sound system and is complemented by a second, "black-box" theatre and a classroom theatre studio. The three theatres are supported by a large scenery shop, a costume shop and two make-up and dressing rooms.

THE AUDIO VISUAL CENTER AND KEMPER AUDITORIUM

The Audio Visual Center has two multimedia classrooms that support DVD, VHS, dual slide projection, CD, video projection and Internet access as well as audio and video recording capability. The center also houses over 2,000 videotapes, laser discs and DVDs. Cassette recorders, LCD projectors, slide and overhead projectors, digital cameras, camcorders and microphones are available for student use. Kemper Auditorium has full satellite reception, DVD technology, 16mm projection, VHS, Laser disc and other video formats and Dolby Digital and AC-3 sound technology with a unified remote-control system for complete environmental control.

In 1878, Phillips celebrates its 100th birthday. In honor of the occasion, Oliver Wendell Holmes reads his poem *The School Boy* at the Centennial Celebration.

1878 marks the first year of the Andover-Exeter athletic competition. In November, Andover plays its first football game against Exeter *(and wins)*, beginning the long athletic rivalry between the two schools.

In June 1892, the first two women are elected to the Board of Trustees of Abbot Academy. They are Mrs. Frances Kimball Harlow and Mrs. Henrietta Learayd Sperry.

THE POLK-LILLARD CENTER FOR VIDEO AND ELECTRONIC IMAGING

The Polk-Lillard Center for Video and Electronic Imaging is capable of importing, creating, manipulating and exporting professional graphics and state-of-the-art electronic imagery. Students have access to 21 G4 Macintosh computers, as well as color printers, scanners, software packages designed for photo manipulation and processing, 50 camcorders, linear and non-linear professional editing systems and digital cameras.

THE LANGUAGE LEARNING CENTER

The Language Learning Center is the first all-digital language lab facility in the country, offering access through individual computer stations to real-time video and audio files as well as to data over the network. Teachers interact in each target language with individuals or groups of students using headsets and microphones. The Language Learning Center is the model for similar facilities being planned in colleges and universities throughout the country.

> "For language teachers and students, the big news is the Language Learning Center. It is revolutionizing my teaching. This may be one of those rare instances in which increased efficiency also leads to deeper and broader learning."
>
> —Peter Merrill, *Instructor in Russian*

THE WILLIAM B. CLIFT JR. RECORD LIBRARY

The William B. Clift Jr. Record Library offers students the opportunity to examine pieces of music closely using computer-based CD analysis software. With the center's integrated Korg Triton midi keyboards and computer technology, students are also able to compose and revise original musical pieces. The library's enormous collection of classical, rock and roll, blues, jazz, reggae, country and hip-hop music, plus musical scores, sound effects CDs, comic routines and much more is available to the entire campus.

In **1893** Abbot introduces college prep courses and strengthens the classical studies program.

The year **1899** sees the first Abbot Field Day, when "young ladies gathered joyfully to take part in sports."

In **1901** at Phillips Academy, the required morning chapel begins at 7:50 a.m., a year's tuition is $100, and a student can generally expect to pay about $3.00 a week for food. Many students coming from a distance board with local families in the town of Andover for about $4.00 a week.

"When we hear the old story that girls aren't as good in science as boys, we think, 'What are these people talking about?' That's just not true at Andover. In an advanced chemistry class, 10 of the 17 students were girls. Four of the top five grades went to girls. And their projects! Winnie Chan, for example, taught nuclear magnetic resonance spectroscopy to the class. What can I say? It was fantastic."

—Temba Maqubela, Instructor in Chemistry

The Borden Gymnasium is dedicated in **1902**

The Robert S. Peabody Foundation of Archaeology Museum is opened in **1903**. Now the Robert S. Peabody Museum of Archaeology, it holds over 400,000 objects representing indigenous cultures in the Americas.

"If you ever get a chance to take AP European History with Dr. Quattlebaum, do it! His enthusiasm is contagious. The course covers a complicated and interesting time in Europe, but the combination of passionate teaching and surging laughter is what makes the course so rewarding."

—Samuel Takvorian '02, Concord, Mass.

Brothers Field is completed in spring **1903**.

Field hockey is introduced at Abbot Academy in **1903** and the first competitive game is played a year later against Bradford Academy. By the 1940s, Abbot women will participate in field hockey, basketball, tennis, skiing, skating, gymnastics, softball, track, archery, lacrosse, horseback riding and dance.

The first Rhodes scholar, a former Phillips Academy student, is chosen in **1904**.

SCHOLARSHIP

PART THREE:
THE ANDOVER EDUCATION

THE FACULTY

In their commitment to their fields of expertise, and in their readiness to engage and guide their students, Andover's 222 faculty members create a vital and exciting atmosphere on campus. They challenge their students, yet are compassionate; they encourage mastery of detail and set high standards, yet they enable dreams to flourish. In classrooms and concert halls, on athletic fields and community service outings, in science laboratories and cyberspace and over meals in Commons, Andover faculty instruct, encourage and inspire their students. Graduates often return to campus to speak of the affection and dedication Andover teachers brought into their lives, while the teachers take enormous pride in all that their students attempt and accomplish. Indeed, it is this generous and spirited exchange between those who want to learn and those who love to teach that makes this academy a special place for both faculty and students.

—Stephen Carter
Dean of Faculty

His wos the chorm mognetic, the bright look
Thot sheds its sunshine on the dreariest book;
A loving soul to every tosk he brought
Thot sweetly mingled with the lore he tought.

From *The School-Boy*
by Oliver Wendell Holmes

For a complete list of Andover's faculty and faculty emeritilae, please see page 161.

Andover's academic program offers a strong and broad foundation in the arts, humanities, mathematics and natural sciences. The academy's extensive and rigorous curriculum, along with its varied approach to teaching, not only prepares students superbly for college, but instills in them a lifelong love of learning.

Between the ages of 14 and 18, students make significant leaps in their cognitive development. Andover varies its teaching methods to suit these developmental stages and to present effectively the material and methods of inquiry specific to each discipline. Quickly paced introductory courses provide the structure and guidance necessary for young learners to build basic skills and to handle progressively more difficult material. At the same time, students who are exceptionally capable in certain areas of study are encouraged to enter the curriculum at advanced levels.

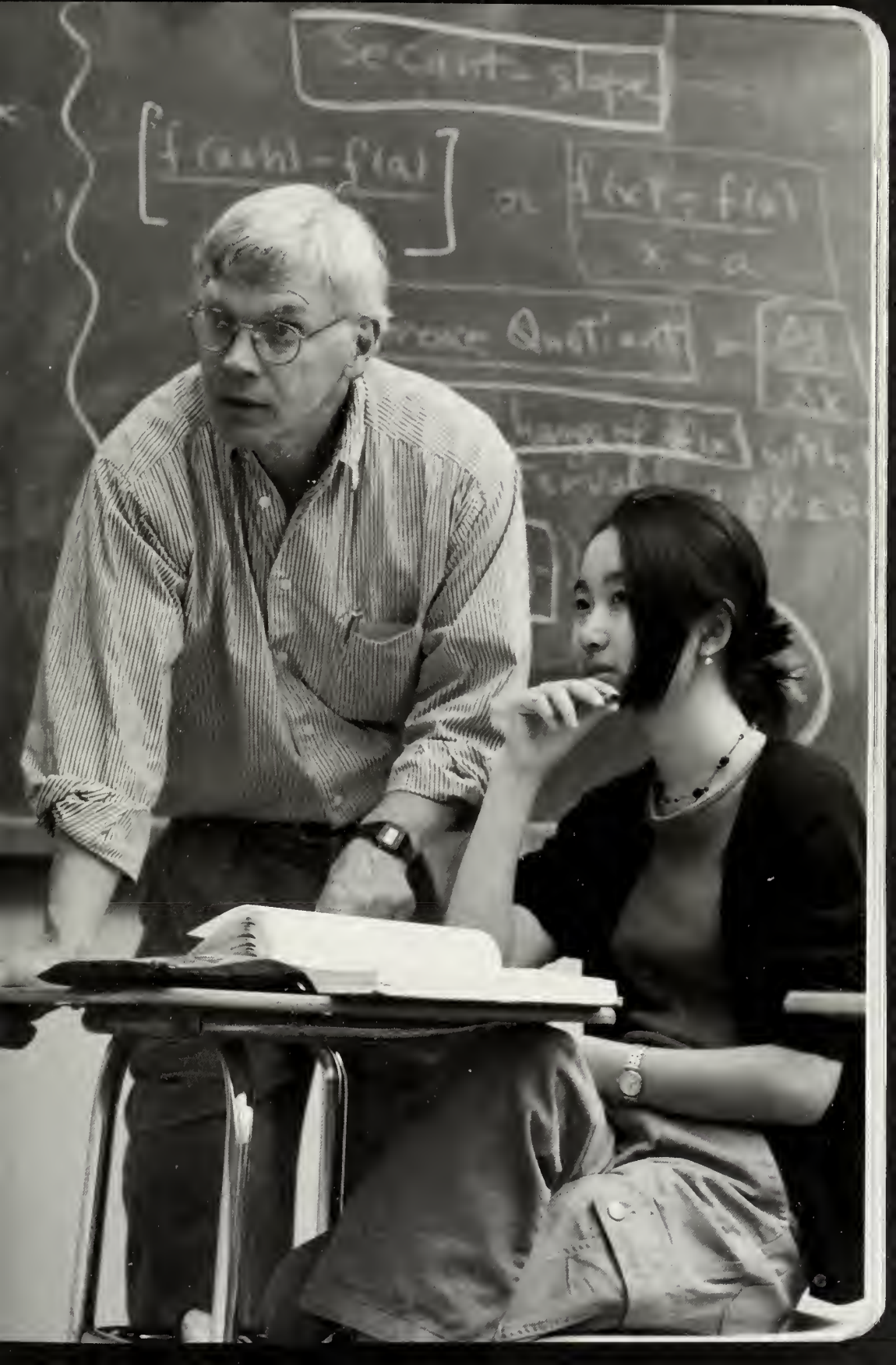
For advanced students, Andover provides extensive elective offerings, with courses beyond the college entrance level. Before they graduate, students may do research with recombinant DNA, study the calculus of vector functions and quantum mechanics, take a seminar in existentialism or economics, compose a major musical work or direct a play.

Our dynamic faculty rejects the rigid orthodoxy of a single teaching method in favor of techniques that suit the material at hand. Students find themselves in small class discussions one day and in a group project the next; they conduct research, prepare and present demonstrations and question guest lecturers; they think, write, compute, experiment—in short, they learn to examine the world from many points of view. The result is a vibrant program of education, rooted in a philosophy of learning by doing, that is constantly renewing itself as we debate pedagogy, review and adapt offerings, revisit syllabi and integrate new technologies.

Beyond the classroom, a rich array of extracurricular activities offers unparalleled opportunities for development of skills and talents. Numerous student publications showcase creative, scholarly and journalistic writing and editing. Artistic skill blossoms through dozens of musical, theatrical and dance performances each term. Clubs enable students to explore new areas of interest and to sharpen skills in such areas as debate, mathematics, politics and languages. Teachers and students model for each other a commitment to inquiry and performance that makes Andover a true community of learners. Inside the classroom and out, the academic energy is palpable.

The following pages provide information about each academic department. Courses and diploma requirements are described in the *Course of Study*.

—Vincent Avery, *Dean of Studies*
Instructor, Department of Philosophy and Religious Studies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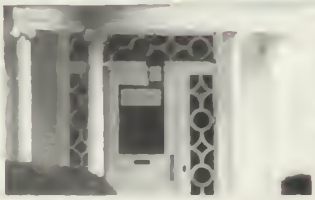
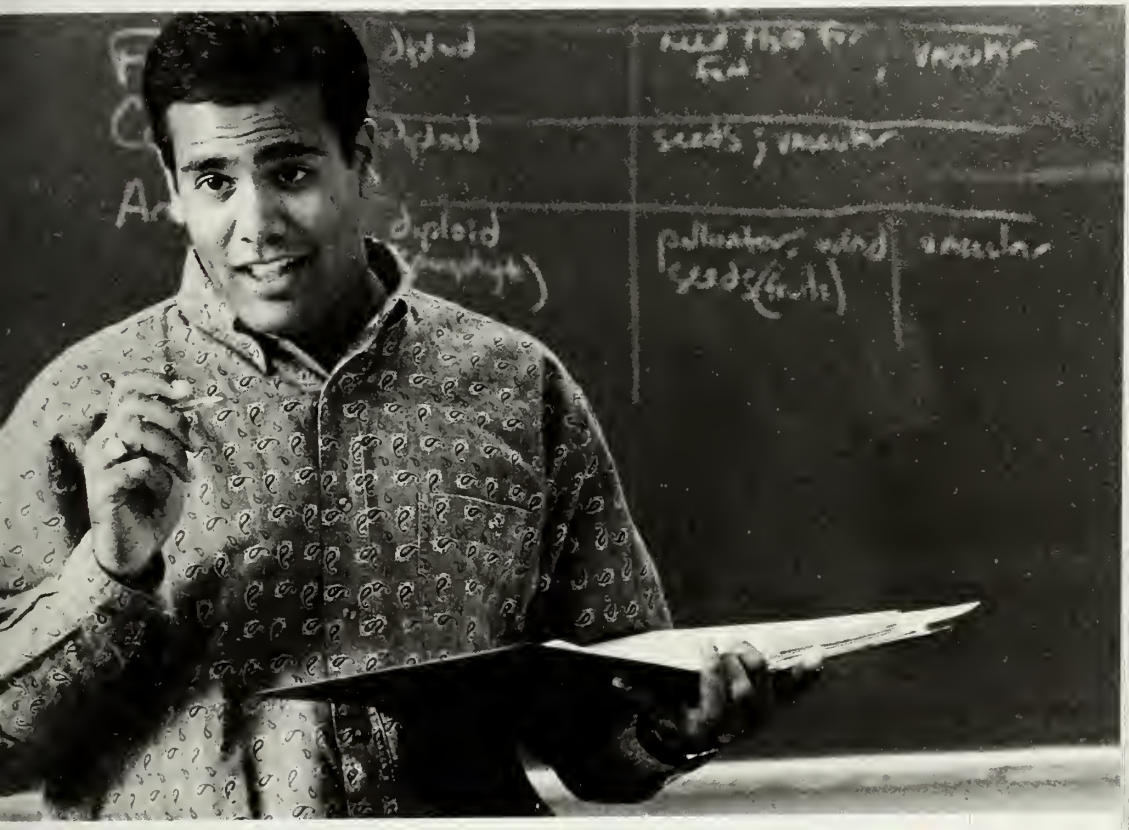
or
f(x) - f(a)
x - a

Level placement in math, science and foreign language varies according to the level of accomplishment each new student exhibits upon arrival. Flexibility in course offerings permits those with particular ability in these areas to move forward at a pace that makes the best educational sense for them. As students progress, they are presented with increasing choice so they may fashion a largely individualized program in the senior year.



Williams Hall is acquired in 1910 as a dormitory for ninth graders.

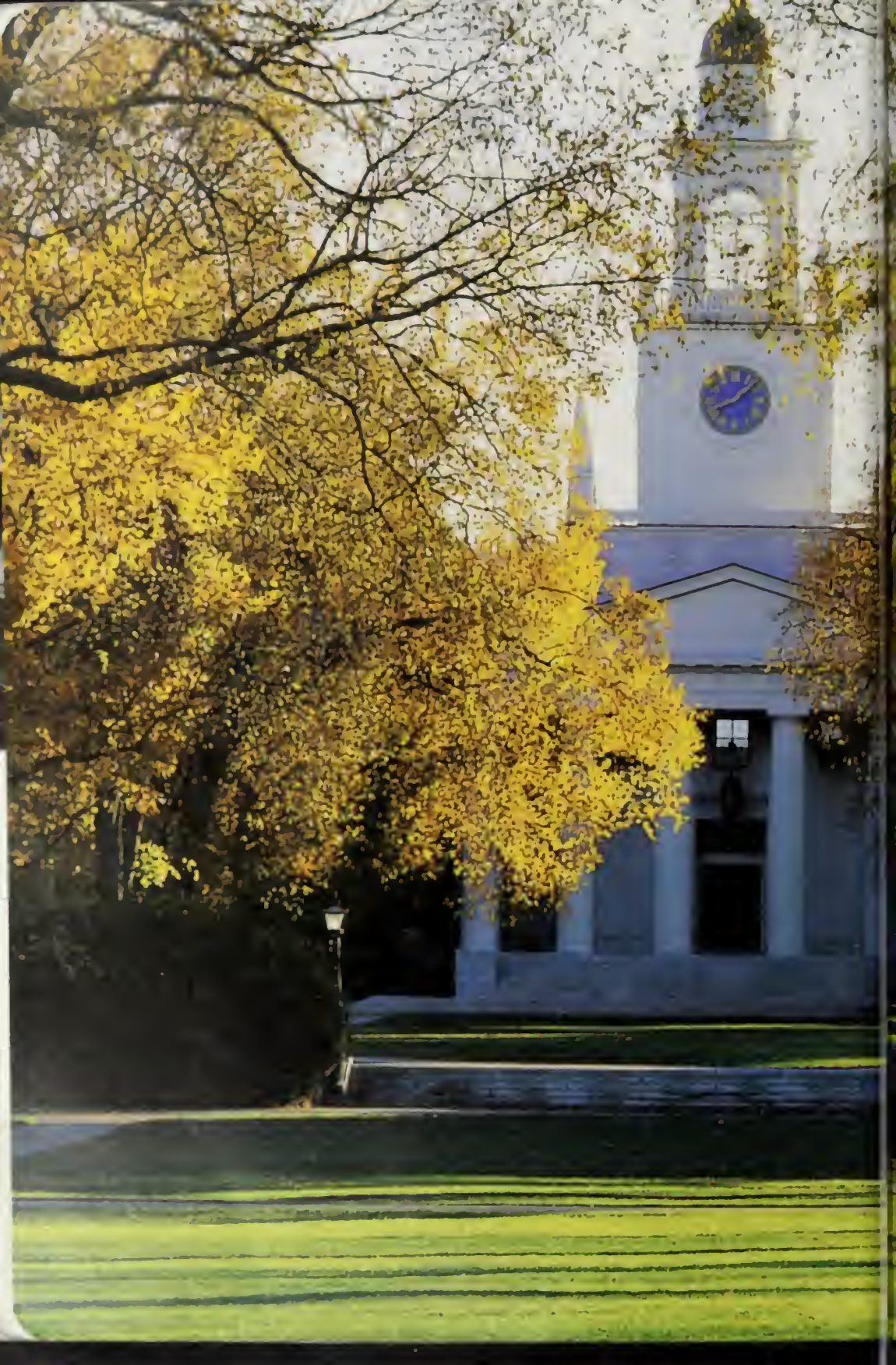
Miss Bertha Bailey becomes headmistress of Abbot in 1912 and rules the girls' school "with an iron hand." It was during her tenure that the first international students arrived at Abbot from China, Japan, Greece and Brazil.



Attending a master class with a world-renowned visiting artist, musician, poet or scientist is a transforming experience. When Emmy-award winning jazz trumpeter Wynton Marsalis came to campus, for example, he spent an afternoon working with members of the academy's Jazz Band, teaching them subtleties of African drumming rhythms and how to blow on a brass instrument to produce different effects. Later that night, the students performed a much improved version of Duke Ellington's "Ko-Ko" on the same stage as Marsalis' electrifying jazz quintet. "The students were thrilled to have the attention of someone with Wynton Marsalis' skill and reputation," said music instructor Peter Cirelli.

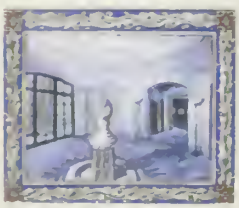
Benjamin Spock, future pediatrician, author and authority on child-rearing practices, graduates in the Class of **1921**.

The Memorial Bell Tower is constructed in **1923** in memory of Phillips Academy graduates who lost their lives in World War I.



ART

The art department courses involve students in the creative process and help them explore the relationship between seeing and thinking. The Visual Studies course is the cornerstone of the visual arts curriculum and teaches students that a basic visual vocabulary is necessary in order to understand the language of images. Elements such as texture, shape, line, rhythm and color are topics for discussion and the focus of some basic assignments in drawing, photography and collage. Computer graphics and video projects are included to encourage students to consider the impact of design and to emphasize the significance and complexity of sequential and motion media imagery. The basic introduction to visual literacy will help demystify the experience of looking at images and will make available to Andover's students the vast wealth of art that transcends time and cultural boundaries. Students who wish to pursue several terms of art can choose from a wide variety of courses taught by a faculty of nine practicing artists. Exposure to art faculty exhibitions and works in progress, along with access to the remarkable collection at the Addison Gallery of American Art, enhances the studio experience.



The year **1930** sees a great deal of construction. The original library is completed and named after Oliver Wendell Holmes. Thomas Cochran founds the Addison Gallery of American Art in the hope that "If Andover students could be surrounded by beautiful things their lives would be immeasurably enriched." Today the gallery holds a collection by artists including Winslow Homer, Thomas Eakins, Georgia O'Keeffe, Jackson Pollock and Frank Stella (PA '54).

A fifth level of English literature instruction is added at Andover in **1932**, focusing on British and American literature

COURSE LIST

Etymology

Greek Literature

Classical Mythology

Courses in Latin and Greek are listed under the Division of World Languages.

CLASSICAL STUDIES

Four full-time members of the classics department teach several elective courses in classical studies designed to provide students with a broad introduction to classical civilization through history, literature, mythology and etymology. Additionally, through the study of Greek, the department offers students a direct entry into Greek literature. The Greek alphabet is easily mastered in the first few class meetings. Students quickly discover that the poetic and expressive qualities of Greek language and literature stimulate the imagination and illuminate the early political and intellectual development of the Mediterranean basin. In Latin, the department employs a multicultural, intellectually diverse approach to the study of Roman language, literature and culture, relating the Roman experience to that of other cultures, modern as well as ancient, whenever possible. In so doing, the department offers students a traditional Latin literary curriculum while at the same time providing students with an opportunity to develop a more sophisticated historical and international perspective. Traditional language study is supplemented with readings in English that address both ancient and modern cultural concerns.

The Cochran Chapel, given by Thomas Cochran, Class of 1890, is built in **1932** and extensively renovated in 1998. A superb example of neo-Georgian architecture, the chapel continues today as a gathering place for school events and as a center for a pluralistic religious community.

In **1933,** Claude Fuess becomes the 10th headmaster and brings about curriculum revisions, emphasizing breadth and variety; four years of history are required in order to increase an awareness of the Western world, four years of science are required; and art and music appreciation courses are added to the curriculum.

COURSE LIST

ENGLISH

The English department believes students should accumulate reading and writing skills that are reinforced over the years as they encounter increasingly sophisticated forms of writing in their own work and the works they read. At the heart of this endeavor is the department's conviction that expression in language is intrinsic to the development of young adults. The English department curriculum first introduces students to the joys of reading and writing, and then invites the students to refine those skills as they enhance their ability to develop a voice and enrich their appreciation of other voices.

In *English 100: The Myth and the Journey*, students experiment with forms of writing ranging from personal narratives to pragmatic arguments and initial critical analysis, mostly in the form of journal entries. The literature highlights the journey, encouraging students to explore with the characters the adventures encountered in stories real and fictional.

In *English 200: Writing to Read, Reading to Write*, students study expository writing in the fall, poetry and short fiction in the winter, and a longer novel in the spring. Throughout the year, they study the relationships between form and

In 1935, an adult education program called the Andover Evening Study Program is sponsored by Phillips Academy

In 1939, music lessons for credit are first offered at PA.

COURSE LIST

CHINESE

Beginning, Intermediate and Advanced Chinese

Stories in Modern Chinese

Communications in Modern Chinese

FRENCH

Beginning and Intermediate French

French Civilization

The Francophone World

French Literature

Advanced Conversation

History of France

Advanced Placement in Language

Advanced Placement in Literature

Modern Literature

GERMAN

Beginning, Intermediate and Advanced German

Advanced Placement Language

GREEK

Beginning, Intermediate and Advanced Greek

Iliad and Odyssey

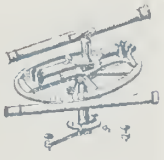
History, Tragedy, Lyric

content in both their own writing and the writing of published essayists, poets, dramatists, novelists and short-story writers.

In *English 300: The Seasons of Literature,* students study the literature of tragedy, comedy, romance and satire and write about it in a variety of rhetorical modes; in the spring they study Shakespeare. In the elective program, students are invited to select from among two dozen electives each term. The students learn about the philosophical underpinnings of major works as those works reflect elements in critical literary history.

DIVISION OF WORLD LANGUAGES

A faculty of 26 teachers in the Division of World Languages offers Andover students many choices. Ancient languages offered are Greek and Latin, the source languages of Western thought and literature. Modern languages offered are Chinese, French, German, Japanese, Russian and Spanish. Emphasis is on the spoken word, and the target language is the basis for all communication in the classroom. The learning of skills in the first two years leads to a third year of grammar review and topical study in literature and civilization. With this foundation, many students choose to move into more specialized areas. At all levels



In the mid-to-late **1940s,** war-related courses are added to the curriculum, including navigation and meteorology.

of study, students supplement their course work with videotapes, audio tapes and computers in the Language Learning Center and with such activities as theatrical performances, radio shows, cultural festivals, language tables in the dining room, visits by performing groups and occasional trips to special events in Boston and at nearby schools and universities.

Students interested in pursuing two languages should consult with the head of the division.

In upper-level courses, students can prepare for Advanced Placement examinations in language and literature and can qualify to take advanced courses when they enroll in college. Superior students may pursue independent projects under careful guidance, or they may enroll in a post-Advanced Placement course. All language offer introductory and intermediate courses, with opportunities for placement.

Future President George Bush graduates from Phillips Academy in 1942. The captain of the varsity baseball team, Bush is voted in the yearbook as a "best all-around fellow" and is called "Pappy" by his classmates.

HISTORY AND SOCIAL SCIENCE

COURSE LIST

World History to 1500

United Stotes History

The Eorly Modern Warld

Modern Europeon History

Introductian to Economics

Comparative Gavernment

Internationol Relatians

Asio: Chino, Japan and India

Africo and the World

The Middle East

Issues in Econamics

Economics II

American Race Relatians

Masculine/Feminine/Human: Issues in Gender Relotions

Nuclear Power and Weapons: Proliferotion and Response

Courses in history in the junior and lower years emphasize major themes in world history and teach skills and concepts essential to the study of history and social science, thus preparing students for more advanced courses in the field. In the upper year, most students study U.S. history. Seniors may choose from a variety of area histories: South and Central Asia, Africa, Middle East; or from social science courses: *Introduction to Economics, Comparative Government* or *International Relations.* A yearlong survey of modern European history is also available to seniors, uppers and exceptional lowers. Seniors may take advanced courses such as economics, *American Race Relations, Issues in Gender Relations, Nuclear Power and Weapons* and research seminars addressing particular historical periods.

In all courses, students write extensive essays, including research papers, using government documents, newspapers, letters, diaries and interviews, the raw materials of history. Students receive instruction as well as guidance from the department's faculty of 18 instructors.

The Andover Summer Session is inouguroted in **1942** under the direction of Wilbur J. Bender, with the participation of 197 boys.

Jock Lemmon, future film octor and Acodemy Award winner, groduates in **1943.**

In **1944,** Marguerite Hearsey, o scholar with an M.A. from Radcliffe and a Ph.D. from Yale, becames the 14th principal of Abbot Acodemy. Miss Hearsey asserts that students shauld "wark far mastery af subject, not grades."

"My math teachers have given me opportunities to come up with innovative solutions and theorems. One of my theorems was even published in a mathematics magazine! I enjoy math at Andover because of the challenge–you need to learn to think 'outside the box.'"

—Jennifer Wong '03, Jakarta, Indonesia

In **1945**, the "Direct Method" of language instruction is introduced with hopes to produce linguists and not grammarians

In October **1948**, Lieutenant-Colonel John Mason Kemper is inaugurated as the 11th headmaster of Phillips Academy. Fourteen years later, in October 1962, *Time* magazine puts Headmaster Kemper on its cover. "Kemper's gifts for hard analysis and easy leadership galvanized Andover," the article says.

The total cost for a student to attend Phillips Academy in **1949** is about $2,150.

"The music program at PA is absolutely fabulous. I was able to perform in a wide variety of contexts, as well as to enrich my understanding and appreciation of music through several amazing classes in theory. With the large and talented faculty and the wide range of ensemble and solo performance options, there is space in the department for both virtuosos and beginners. I encourage all incoming students to try their hand at the PA music scene. You won't regret it."

—Josh Williams '03, Andover, Mass.

H

Y

The **1950** senior class sends 64 students to Harvard and 46 to Yale.

Abbot Academy celebrates its 125th anniversary in **1954.**

Frank Stella, now a famous abstract artist, graduates in the Class of **1954**.

"When Tad Warshall, an exceptional math student, was in ninth grade, he used to get to his math class early in order to study what had been left on the blackboard—in other words, what hadn't yet been erased—from the previous class, a calculus class. How about that? He taught himself logarithms by looking at leftovers."

—Donald Barry, Instructor in Mathematics

In 1954, the first African American woman, Beth Chandler Warren, matriculates at Abbot Academy

Новый год

In 1955, the Russian language is first taught at Phillips Academy

In 1955, the first full-time male teacher is hired at Abbot Academy, and Mary Crane, a widow with four small children, is appointed as the head of Abbot.

In response to a national teacher shortage, the Andover Teaching Fellow Program is inaugurated in **1955** to recruit and train young men for the teaching profession

"I had no experience with Russian before I came to Andover. My first-year teacher is certainly part of the reason why I came to love the language. He was very demanding in the classroom and insisted that we learn the material, but his encouragement and excitement made the learning experience so enjoyable. I hope to pursue Russian in college."

—Paul Chiozzi '03, Andover, Mass.

Abbot Academy beanies with symbols of gorgoyles and griffins, circa **1930s-50s.**

COURSE LIST

[illegible]

MATHEMATICS

The 26 members of the mathematics department teach a curriculum built around a core sequence of elementary algebra, geometry, intermediate algebra and precalculus. The department also offers many elective courses, including elementary and multivariable calculus, analytic geometry, probability, statistics, computer science, linear algebra and vector analysis. More than one-third of all mathematics is taken electively, much of it in preparation for the Advanced Placement examinations in calculus and statistics.

The department is located in Morse Hall, equipped with computers, graphing calculators and overhead projection systems. Computer courses include introduction to computers and preparation for the Advanced Placement tests in Computer Science. Computer languages include C++, Java and html.

At Andover, the community of students who like math is sizable. Some did advanced mathematics when they were quite young; many join the student math club and the math team, which has ranked number one in New England in several math competitions. These students share their curiosity and knowledge with their peers and with a faculty of dedicated mathematicians who have written math textbooks and who have been at the forefront, for a decade, of curricular movements in the field.

Evening math study halls, proctored by faculty, are available to all.

With the realization in **1955** that some material being taught at Andover is repeated when students enter college, Advanced Placement credit begins at Phillips Academy with a chemistry course and a fifth-level French class.

The science curriculum at Abbot is revised in **1956**

In the late **1950s** the decision is made to admit the best 250 candidates, regardless of their ability to pay the tuition. Phillips Academy's enrollment increases to over 800 students.

MUSIC

COURSE LIST

The Nature of Music
Jozz
Electronic Music
Advanced Electronic Music
Words and Music
Survey of Western Music History
Theary and Compositian I; II; III
Chamber Music Seminar
African Drumming Ensemble
Fidelio Society
Bond
Charus
Chamber Orchestra
Private Instrument and Vocal Lessans

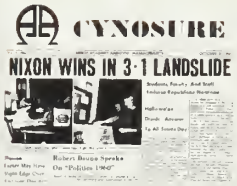
The music department faculty consists of nine resident teacher-performers, 35 adjunct instrumental teachers and one full-time librarian. All of the faculty are active performers in the Boston area, and most of them have graduate degrees in music. Instrumental lessons are available on all band and orchestral instruments and on the piano (classical and jazz), organ, harpsichord, harp, guitar (classical, folk, rock and jazz), bagpipes, African drums and voice.

Andover offers courses in all areas of music study and for all levels of students and sponsors 60-70 student and student-faculty concerts on the campus each year. The music building, the beautifully renovated Graves Hall, has three large classrooms, two large rehearsal/concert rooms, a music library (recordings, computer lab and scores), an electronic music studio and 19 practice rooms. Many of the concerts that involve large performing groups take place in the Cochran Chapel. The basement of Cochran Chapel houses a fully equipped rehearsal room and a library of choral music, and upstairs is one of the department's treasures, a 30-stop, double-manual, tracker-action organ.

Students of oll levels con porticipote ond perform in Andover's mony musicol groups. There ore four orchestros: the Acodemy Symphony Orchestro (100 members), the Chomber Orchestro (35), Amodeus (25) ond Corelli (20). The chorol progrom is comprised of the Chorus (90), the Contoto Choir (80), Fidelio (o 15-member modrigol group) ond the Gospel Choir. There is olso o hondbell choir thot reheorses weekly in the chopel. Wind ployers hove multiple opportunities: the Concert Bond (80), the Jozz Bond (25) ond smoller wind ond bross ensembles. Chomber music opportunities exist for both clossicol ond jozz musicions.

A. Bartlett Giamatti, later to become 19th president of Yale University and baseball commissioner, graduates from the academy in 1956.

From 1959 to 1961, Andover raises $6,750,000 for new campus facilities.


CYNOSURE
NIXON WINS IN 3-1 LANDSLIDE

The first Abbot Academy newspaper, *Cynosure*, is published in 1960.

PHILOSOPHY AND RELIGIOUS STUDIES

The Department of Philosophy and Religious Studies seeks to initiate students into three fundamental and related human quests: the search for meaning, the search for justice and the search for the foundations of knowledge. The department's courses provide an introduction to outstanding literature in each field of study and to the skills necessary for critical appreciation of that literature. The department faculty, who believe that the distinctiveness, power and universal features of a tradition can often be disclosed by a comparative focus, seek to help students become aware of the many voices that together inform religious and philosophical traditions. The department faculty also encourage students to engage actively in reflection on the personal significance of the questions they have chosen to explore. Thus, active class participation is an essential part of this process and of a student's grade.

In **1961** the Asian Studies program begins.

In **1964** the Andover Summer Session becomes co-educational.

In **1964-1965** the Search and Rescue program is introduced, an outdoor activity course involving kayaking, mountain-hiking, climbing, rafting and first-aid skills. This innovative program becomes a model for Outward Bound USA.

COURSE LIST

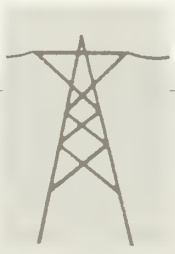
Introductory Psychology

Developmentol Psychology

PSYCHOLOGY

The psychology department faculty consists of three doctoral-level, licensed psychologists who both teach and provide psychological counseling services. Two courses for uppers and seniors examine fundamental concepts in the field with particular emphasis on helping the student explore the relationship between psychological knowledge and personal growth in the context of a diverse social environment. The *Introductory Psychology* course acquaints the student with the complexity and diversity of psychological inquiry and includes as topics personality theories, research methodologies, human development, social behavior and psychopathology. The *Developmental Psychology* course examines human growth and development from infancy through adulthood. Different theoretical perspectives of psychological development are examined as they relate to developmental milestones. Both courses include lectures, discussion and reading and may involve opportunities to apply learning in community settings.

In **1966,** Andover's first Faculty Steering Committee issues its visionary report on the educationol program, recommending "a broader elective program, an outward-facing attitude toward society, and o more nurturing approach to students." The report also leads to the establishment of Andover's cluster system.



WPAA, Phillips Academy's student-run FM radio station, goes on air in **1966**.

SCIENCE DIVISION

The science program exposes students to a range of science that will enable them to be informed citizens and to pursue further study in those areas of science that interest them. The introductory courses provide a solid foundation for interdisciplinary or discipline based advanced work. Electives provide opportunities for students to place their scientific knowledge in a broader context and to explore topics that are rarely encountered in a secondary school science curriculum. In fulfilling the requirement of two year-long courses and the guideline of three additional terms, students work individually and in groups to become active, confident questioners, problem solvers and experimenters. The range of course offerings allows students, in consultation with teachers and advisers, to craft a program responsive to their interests, abilities and backgrounds. The new state-of-the-art Gelb Science Center will open in January 2004.

BIOLOGY

Introductory courses give students a general background and an understanding of some of the current trends in biology. During the spring term, students design and carry out independent, controlled experiments which they present in seminars and short scientific papers.

The term-contained advanced courses permit students, after they review and build on material introduced earlier, to study some topics in considerably more depth than is usual in a typical Advanced Placement course. The laboratory and field work in these courses give students experience with the techniques of chromatography, electrophoresis, spectrophotometry, statistical analysis, dissection and genetic engineering, as well as qualitative and quantitative field analyses. Computer simulations are also used.

$$e^{\pi i} + 1 = 0$$

In **1969** Math 55 is offered, covering topics and their application in linear algebra, multivariable calculus and probability

The Washington Intern Program begins for Andover students in conjunction with Exeter in **1969**

Students who love working in the laboratory and have completed a year of biology and chemistry are invited to join the laboratory research course, where they learn state-of-the-art genetic engineering techniques and apply them to independent research projects. This course provides a unique opportunity for advanced biology and chemistry students to work in close collaboration with a faculty mentor and a few like-minded fellow students in an informal laboratory setting. Some students use the course as a springboard to further summer research work or to see whether they might want eventually to do scientific research as a career.

Scheduled to open in January 2004, the Gelb Science Center will provide an ideal environment for the continuing evolution of science education at Andover. The Gelb's flexible space is designed to accommodate wide-ranging activities, enabling easy transitions from full-class discussion to small group work, from computer to lab bench, from blackboard to state-of-the-art audio-visual system. A combination of laboratory-classrooms and laboratories and seminar rooms for core courses is complemented by specialized and dedicated research spaces, including the molecular biology lab, the astronomical observatory and the chemical instrumentation room. Informal study areas, offices and meeting spaces invite out-of-class collaboration among faculty and students. Throughout, the center is equipped with access to the campus computer network and the Internet.

The interdisciplinary course *Man and Society* is introduced in **1970**, focusing on revolutionary Mexico and urban America, coupled with an off-campus experience.

Term-contained elective courses are introduced in **1971**.

In **1971,** a main-frame computer is installed in Morse Hall to begin computer education at Andover.

CHEMISTRY

In the core introductory course of inorganic chemistry, students explore the central themes of all chemistry: structure, kinetics and thermodynamics. Within this framework, topics include atomic structure, stoichiometry, gases, solids, solutions, equilibrium, electrochemistry and nuclear chemistry, among others. Interactive lectures, chemical demonstrations and group work help students realize how these seemingly abstract ideas are an integral part of everyone's world. Computers and calculators (for graphing, data analysis and audio-visual applications) are proving increasingly useful components in this endeavor. Investigative lab work enriches the way in which students explore chemistry and is a vital component of the program. Working alone and in groups, students probe the chemical world with a variety of tools, including top-loading and analytical balances, pH meters, spectrophotometers and a Fourier transform infrared spectrometer.

ENVIRONMENTAL SCIENCE

In addition to courses such as *Chemistry of the Environment, Evolution and Ecology* and *Ecology* (see biology and chemistry sections), the department offers a yearlong course in *Environmental Science* that focuses on scientific understanding of the factors that influence the biosphere and considers the roles of economic forces, cultural and aesthetic considerations, ethics and regulations in shaping our environment.

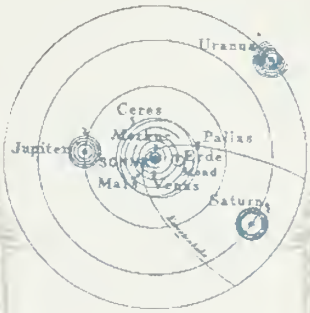
In March 1972, Theodore R. Sizer, former dean of the Harvard Graduate School of Education, is named the 12th headmaster of Phillips Academy. In *Speculations on Andover* he says: "Andover ought to stand for the ideal of a heterogeneous school. It ought to demonstrate the special power of such for learning. Accordingly, Andover should vigorously recruit an international student body, boys and girls of social, racial, national and religious diversity."

PHYSICS

The physics department offers several introductory courses at various levels of difficulty. Some representative topics are mechanics, waves, heat, electromagnetism, light and modern physics. The new 16-foot observatory dome in the Gelb Science Center will house a research-grade telescope that can be controlled remotely via computer. This new facility will enhance course work and project work. Recent projects have included solar, lunar and planetary study, astrophotography, computer simulations and orbit analysis. The department is well-equipped with laboratory and demonstration equipment such as low friction tracks, photogates for precise timing, cathode ray oscilloscopes for a multitude of uses, a seismograph, and computers for rapid data collection and analysis.

COURSE LIST

Introduction to Physics
College Physics
Classical Mechanics
Cosmology
Physical Geology
Observational Astronomy
Electronics
Geology of the Solar System
Advanced Placement Physics
Relativity and Quantum Mechanics
Physics Seminar
Meteorology



Post student independent projects in science have included laser transmission of information, holograms, construction of a 27-foot, remote-controlled helium blimp, construction of a mag-lev train, investigation of nanoparticles.

In 1973, Andover merges with neighboring girls' school Abbot Academy under the direction of Headmaster Sizer and Donald Gordon, headmaster of Abbot.

THEATRE AND DANCE

The Department of Theatre and Dance offers students academic courses in all aspects of theatre and dance, practical exploration in both disciplines and the opportunity to present their work before an audience.

In dance, students may study ballet or modern dance as an academic course or as an afternoon sport. Classes and dance recitals are held in a studio with a sprung floor; additionally, dance performances are scheduled throughout the year in the school's three theatres.

In theatre, students may study acting and directing; design and construction of scenery, lighting or costumes; and theatrical theory and history. Also, hands-on instruction is constantly available in all aspects of performance and production. Classes and performances are held in a state-of-the-art complex that includes a workshop theatre that seats 80; a "black box" theatre which, with 150 movable seats and a computerized light and sound system, is often used for student-directed performances; and a highly sophisticated, 350-seat flexible courtyard theatre that can be configured into proscenium, three-quarter or arena-style seating. This major theatre boasts a computerized Expression light board and a digital sound system of recording-studio quality, and is often used for faculty-directed productions.

In a typical school year, 30-40 productions are mounted either by students working for academic credit under the direction of theatre and dance department faculty or by students in extracurricular organizations. Additionally, professional guest artists in both theatre and dance come to Andover as often as possible to work shoulder-to-shoulder with students in classes and performances. In 2001, famed dancer Bill T. Jones visited campus and worked with students as an artist-in-residence. In 2002, members of the renowned Trisha Brown Dance Company worked with students on original choreography and performed in Tang Theatre.

In 1973 a student penned this verse and posted it to a door the day of the SAT test:

I think that I shall never see
A waste quite like an SAT
An SAT is just a test
To find which people guess the best
With paragraphs of boring lore
penned before the Civil War
I think erosion is to rocks
and blackened in the proper box
For an computer types like me
such nonsense is an SAT
Poems are changed by fools like me
but God would blow his SAT

Dana Delany, future Emmy Award-winning actress, graduates in the first co-ed class of 1974.

ADVISING AND SUPPORT SYSTEMS

At the heart of the Phillips Academy experience are student-faculty relationships. Many of these relationships develop organically through day-to-day engagement in every venue of the campus with the shared enterprise of learning. Others are more structured to ensure that each developing adolescent is constantly offered the gifts of sustained adult attention and support. (1996 Steering Committee Report II)

For boarding students, the primary adult contact is a house counselor whose apartment is in the dormitory and with whom the student often forms a close personal relationship. In addition, every Andover student has an individual adviser who helps design the student's course of study and extracurricular program and follows up with biweekly meetings. Together, the house counselor and adviser work to ensure that each student is challenged but also thriving, fully involved but not overwhelmed.

For ninth-grade boarding students, advisers are assigned by dormitory. When the ninth-graders move to upper-class dorms, they are assigned permanent advisers. For ninth-grade day students and for all students who enter in grades 10-12, permanent advisers are assigned. The permanent adviser and student are paired until graduation, so their relationship grows as the years go by.

Additionally, every student has five or six classroom teachers, a cluster dean and a coach or special activities supervisor (plus a college counselor for seniors) each term. These adults provide a network of support for every student at Andover. House counselors, day student advisers and classroom teachers write to parents at the end of the fall and spring trimesters, and all Andover faculty members encourage parents to call or e-mail them with questions or turn to them for information about their sons' and daughters' progress.

EXTRA HELP

Classroom teachers are available for extra-help sessions during the morning conference period and at other times as well. The Academic Support Center meets with students individually to teach strategies for organizing work, managing time and improving study skills. Tutoring in individual courses is provided through the peer tutoring program. Psychological counseling is available at the Graham House Counseling Center.

The Phillips Academy Camerata Choir and Chamber Orchestra come into existence under the direction and guidance of William Thomas and begin making spring tours in 1977. Past tour destinations have included Belgium, France, Italy, England and many cities in the United States

In 1978 Phillips Academy celebrates its 200th birthday with celebrations and festivities.

Donald McNemar is named the 13th headmaster of Phillips Academy in 1981

COLLEGE COUNSELING

The College Counseling Office carefully guides uppers and seniors through the college admission process. Counseling begins in the winter of the upper year with a series of meetings to outline the 18-month cycle and to explain and demystify the process. Each student is assigned to one of the six college counselors; the student and counselor meet first to review academic, personal and extracurricular histories and goals and then to identify criteria for the development of an initial college list. Individual and group meetings continue in the fall and winter of senior year, focusing on the refinement of the list and the details of the applications themselves. As partners in the process, parents receive periodic newsletters from the College Counseling Office and are encouraged to communicate their ideas and concerns to the staff. The Andover experience is valued by college admission committees at selective schools, and many students enroll in highly competitive colleges and universities. Still, college admission is increasingly competitive and there are no guarantees. The College Counseling Office's goal is to help Andover students take charge of this important rite of passage and to provide them with the tools, the power and the information they will need to make wise choices as they plan for their futures.

A list of college matriculations for the 2002 graduating class appears on page 153.

The College Counseling Office maintains a library of college catalogs, financial aid information, testing materials, and a comprehensive Web site at www.andover.edu/cco. The office hosts several hundred college admission representatives annually, presents workshops and seminars on various aspects of the college admissions process, such as interviewing and essay writing, and advises students about the college admissions testing programs.

In **1981,** the Community Service Program is developed, serving three local agencies. Today, students can participate in volunteer projects at over 25 local organizations.

The tuition for boarders in **1982** is $7,200.

In **1986,** Headmaster McNemar and the chief of foreign relations for the Soviet Ministry of Education sign an exchange program with the Novosibirsk Physics-Mathematics School in Siberia. The program, the first of its kind for high school students anywhere in the United States, begins the following fall. Later in the decade, Nobel laureate and peace activist Andrei Sakharov (above left) visits the academy.

OFF-CAMPUS PROGRAMS

Several outstanding off-campus programs are available to Andover's students. Phillips Academy tuition, fees and financial aid, however, do not cover the cost of these programs.

SCHOOL YEAR ABROAD

School Year Abroad, an independent program under the aegis of Andover, Phillips Exeter Academy, St. Paul's School and 23 other independent schools, offers to qualified uppers and seniors a full academic year of living and studying in China, France, Italy or Spain. While abroad, students live with host families, participate in the activities of local athletic and social clubs and pursue a course of study (both in English and in Chinese, French, Italian or Spanish) under the supervision of teachers from Andover and other member schools. School Year Abroad offers travel and all college testing and provides full academic credit, permitting students to graduate from Phillips Academy with their own class. Andover students who wish to participate must consult with their advisers or the dean of studies. Financial aid is available. For more information, please call 978-725-6828.

SUMMER LANGUAGE PROGRAMS ABROAD

Summer study in Germany, Japan and Russia

With a grant from the Abbot Academy Association, the academy has instituted a three-year pilot program to support scholarships for 4-6 week summer immersion programs for 20-25 students per summer in the less commonly taught languages of German, Japanese and Russian.

Exchange in China

Approximately 10 Andover students participate every summer in a five-week exchange program with DaTong High School in Shanghai or Renmin High School in Beijing.

A 30,000 square-foot addition is added to the library in **1988**. The library currently holds more than 102,000 volumes.

1991 sees the beginning of the $5.3 million renovation of the art building. Now known as the Elson Art Center, the complex is home to Kemper Auditorium; studios for painting, drawing, sculpture, photography and other art classes; the Polk Lillard Center for Video and Electronic Imaging; the updated Audio Visual Center with two fully equipped multimedia classrooms; and display areas for student work.

SUMMER PROGRAMS

THE PHILLIPS ACADEMY SUMMER SESSION

The Phillips Academy Summer Session offers its students academic and personal growth in a precollege setting. It provides demanding classes, invigorating afternoon activities, engaging trips to colleges, cultural and social activities, and comfortable dormitories that prepare students for collegiate residential life. More than 60 courses are offered in literature and writing, the visual arts, drama, languages, computer science, mathematics, the natural sciences, philosophy, the social sciences and English as a Second Language. Opportunities are also available to pursue private music lessons. The average class size is 14. Applicants must be graduates of the eighth, ninth, 10th or 11th grade with a strong school record and a serious desire to spend the summer in challenging, disciplined study. Financial aid is available. Phillips Academy students may enroll in summer enrichment classes. Please call or write:

The Phillips Academy Summer Session
Phillips Academy
180 Main Street
Andover MA 01810-4161
Telephone: 978-749-4400
e-mail: summersession@andover.edu
www.andover.edu/summersession

The William W. Rosenou Fitness Center opens in **1992**.

The *Life Issues* course is added to the curriculum for lowers, and the science and arts diploma requirements are increased in **1993**.

In **1994**, Barbara Landis Chase becomes the 14th head of school, the first woman to hold the position.

"Our students will need courage and compassion, a sense of balance and of humor, a commitment to work and to their families, a sure sense of themselves and a deep commitment to the community. They will need knowledge and goodness."

—Barbara Landis Chase
Investiture Address

The following summer program is not available to Phillips Academy students enrolled in the academic-year program but may be of interest to applicants:

(MS)² MATH AND SCIENCE FOR MINORITY STUDENTS

The (MS)² program—Math and Science for Minority Students—offers mathematics and science instruction for five weeks during three consecutive summers to African-American and Latino students who attend public schools in selected urban centers and to Native-American students from any reservation in the United States. Ninth grade boys and girls are selected on the basis of their superior ability and strong interest in mathematics and science, as well as financial need. The goal of the (MS)² program is to prepare deserving students to compete successfully for admission to selective colleges and for careers in mathematics, science, engineering and related technical fields. Students enrolled in year-long programs at independent boarding schools such as Phillips Academy's are ineligible to attend (MS)². Please call or write by Dec. 15:

(MS)²

(MS)² Program
Phillips Academy
Andover MA 01810-4161
Telephone: 978-749-4402
e-mail: MS2@andover.edu
www.andover.edu/MS2

新 春

School Year Abroad, long established in France and Spain, opens a similar program in Beijing, China, in 1994. The program was founded by Andover, Exeter and St. Paul's School

THE WORLD COMES TO ANDOVER

Prominent and accomplished visitors deepen the Andover experience.

Endowed lecture funds at Andover bring exciting artists, authors, journalists, poets, performers, scientists and speakers to campus for community concerts, lectures, readings and events every year. A number of these guests take part in intimate master classes with students, critiquing student work and offering their knowledge and insight. The following is a partial list of guests who have visited in recent years.

Jonathan Alter '75	Senior editor/reporter *Newsweek* magazine
Julia Alvarez '75	Novelist
Bill Belichick '71	Head coach, New England Patriots, Super Bowl XXXVI Champions
H.G. "Buzzy" Bissinger '72	Pulitzer Prize winning journalist

Archbishop Desmond Tutu

Bill Belichick '71

George Bush '42

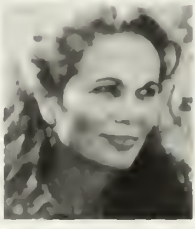
Trisha Brown	Award winning dancer/choreographer
George Bush '42	41st president of the United States
Lincoln Choffee '71	U.S. Senator (R-R.I.)

McKeen Hall on the Abbot campus is renovated in **1989.** Restoration of the remaining two buildings on the Abbot Circle, Draper and Abbot halls, begins in **1995,** creating the following spaces: the Bruce Center for Gender Studies, 12 faculty residences, office space for an outreach program and administrative departments, and an apartment for the visiting artist-in-residence.

In **1996,** the town of Andover celebrates its 350th birthday.

In September **1996,** Andover's second Faculty Steering Committee, appointed by head of school Chuse, issues its report of the school's educational vision for the 21st century.

Barney Frank	U S congressman (D-Mass)
Rev Peter Gomes	Plummer Professor of Christian Morals at Harvard
Denyce Graves	Acclaimed mezzo-soprano opera singer
Henry Louis Gates	Jr W E B Du Bois Professor of the Humanities and director of the Du Bois Institute for Afro-American Research at Harvard
Robert Hass	Former U S poet laureate



Seamus Heaney	Nobel Prize winning poet
Peter Jennings	ABC news anchor, author
Bill T Jones	Choreographer, dancer
Yusef Komunyakaa	Award-winning writer, poet
Wynton Marsalis	Grammy Award-winning jazz performer

The Bruce Center for Gender Studies opens in 1996 in historic Abbot Hall as a place to study and understand gender issues within the framework of a coeducational institution

The Board of Trustees in October 1996 approves a strategic plan for the school One of the plan's goals is to reduce the student body from nearly 1,200 to 1 050 over four years

Ya-Ya Ma	Grammy Award-winning cellist
Bobby McFerrin	Vocalist, performer
Odetta	Folk singer
Amartya Sen	Nobel Prize winner in economics
Frank Stella '54	Abstract artist
Evan Thomas '69	Assistant Managing Editor *Newsweek*

Odetta

Archbishop Desmond Tutu	Nobel Peace Prize-winning activist against apartheid
Derek Walcott	Nobel Prize-winning poet and playwright
James Watson	Nobel Prize-winning co-discoverer of DNA
Cornell West	Cultural critic, professor of religion, Princeton

In **1996,** The Language Learning Center is created for students studying foreign languages. It is the first all-digital language lab facility in the country offering access to real-time video and audio files as well as data over the network.

The student literary magazine, *The Courant,* is voted a first prize by the American Press Scholastic Association in **1996.** *Backtracks,* the general interest non-fiction student magazine, wins a second prize in the same competition.

"More than anything else at Andover, I love that you can come up with an idea, propose it, and have six people immediately join you to bring it to fruition. This process is especially true in the theatre department, where each production is an ensemble effort. I've had the chance to direct shows, and I've been blown away by the thrill of the collaborative process when everything comes together at the end."

—David Linfield '03, Riyadh, Saudi Arabia

In **1997** the average is approximately one teaching faculty member for every seven students

The rededication of the Abbot Circle takes place on May 3 **1997** marking the beginning of a new era in the history of that physical space

In May **1997** the Andover baseball team is invited to play against Exeter on historic Doubleday Field in Cooperstown, N Y

In fall **1997,** a new advising system is implemented, fulfilling the first of the Steering Committee Report's recommendations.

"English 300: The Story of Literature, and English 590: Images of Women with Ms. Fan opened up the world of sophisticated literary criticism and showed me how to better extract meaning from a work. She made Chaucer a friend for life and put a whole new twist on 'Little Red Riding Hood.' With an imaginative combination of film and works in print, she introduced me to interdisciplinary analysis."

—Ella Hoffman '01, St. Thomas, U.S.V.I.

Summernet

In summer **1997** the admission office initiates *Summernet*, a summer distance-learning program over the Internet for new ninth- and 10th-graders.

In **1998,** Andover celebrates the 30th anniversary of the school's African-Latino-American Society and the 25th anniversary of coeducation on campus.

25 Years of Coeducation

During fall **1998**, Nobel laureates Seamus Heaney and Derek Walcott and renowned artist Frank Stella (PA '54) spend time on campus working with students in poetry, theatre and art.

In spring **1999,** Nobel laureate James Watson speaks to students about his discovery of the structure of DNA, and Pulitzer Prize winner Buzzy Bissinger (PA '72) receives the Koyden Visiting Fellow Award in Journalism.

April 24, 1999
Andover kicks off *Campaign Andover*, the largest fund-raising drive in secondary school history, to raise $200 million in support of scholarships, salaries, technology, resources and campus improvements.

BEAT
EXETER

PART FOUR: STUDENT LIFE

INTRODUCTION

What makes Andover such a terrific place? The students—their energy, their optimism, their willingness to learn new things and their varied backgrounds.

Students come to Andover from Brooklyn and Beijing. Some are conservative, while others are liberal. They represent a variety of religions and cultures. We have students with special talents in areas ranging from math to theatre and from sports to music; some arrive with demonstrated abilities in all areas, but many develop new interests while they are here. Our multifaceted adult community offers Andover students the opportunity to meet others who can share their interests and appreciate their strengths while providing useful advice when they need it.

The school's cluster system, combined with our academic and psychological counseling services, our Office of Community and Multicultural Development, our chaplains and our health center, enables Andover to provide unmatched opportunities for support and guidance. We offer a rich residential curriculum of programs dealing with such issues as health and wellness, interpersonal relationships, drug and alcohol use, human sexuality and racism. We also take care to maintain a low student-faculty ratio in the dormitories, so house counselors can oversee their young charges while collaborating with each student's adviser as needed.

Andover's goal is to bring to campus talented students "from every quarter" who can enjoy the advantages of its size, while at the same time making each individual feel adequately supported and part of the community.

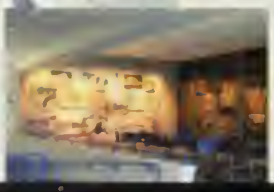
—Marlys Edwards, *Dean of Students & Residential Life*

In **May 1999,** Andover's Robert S. Peabody Museum of Archaeology takes part in the repatriation and reburial of sacred artifacts and the remains of about 2,000 Pecos Indians exhumed during an expedition led by Andover archaeologist Alfred V. Kidder from 1915 to 1929. It is the largest reburial of human remains ever to take place in the country.

In **November 1999,** Andover receives the largest outright gift in the history of the school, $11 million from Richard L. Gelb '41, trustee emeritus. The gift will help fund the state-of-the-art Richard L. Gelb Science Center, which will replace Evans Hall in 2004.

In **January 2001**, George W. Bush, PA Class of 1964 is inaugurated as the 43rd president of the United States.

In **spring 2002**, Andover celebrates opening of Phelps Stadium and the Harrison Rink



In **April 2003** Andover celebrated its 225th anniversary and the 175th anniversary of the founding of Abbot Academy with music, colloquia and festive food

PHILLIPS ACADEMY 225 ANDOVER 175

RESIDENTIAL LIFE

In recent years, Andover has emphasized residential life as one of the school's top priorities. The school has lowered the student-faculty ratio in dormitories by reducing the size of the student body and by creating additional faculty apartments in the dorms. The school has also enhanced its advising system. The academy's goal has been to enrich the interaction between house counselors and students and provide adult support for each student outside the classroom. Additionally, the academy has made a substantial commitment to the renewal of its campus facilities, spending more than $27 million on dormitory improvements since 1993.

The Clusters

The cluster system is the heart and soul of Andover's community life. All students at Andover—boarders and day students—are assigned to one of the school's five clusters, which function as small communities within the academy. Dormitories are assigned to clusters according to their geographic neighborhood; each cluster includes girls' and boys' dorms, about 220 day and boarding students from most classes, and 40 faculty families. Clusters create the personal atmosphere of a neighborhood in which people get to know each other through living together and sharing in cluster functions.

The dean of students oversees the five clusters, each of which is supervised by a cluster dean who knows all the students in the cluster, works closely with student leaders, and is available to students and parents for information and advice. Clusters do not affect students' classes, their extracurricular activities or interscholastic sports, but student orientation, intramural sports, weekday social functions, Blue Key spirit activities and discipline are all organized by cluster.

Dormitories

Boarding students live in boys' or girls' dormitories with house counselors and their families. The dormitories vary in size, housing from four to 40 students. One faculty family is in residence in the smallest dormitories; large dormitories have as many as four faculty residences. All living arrangements encourage close relationships among students and between students and house counselors. Parents can easily keep in touch with students. Each boarding student has a private telephone with voice mailbox as well as an e-mail account and in-room high-speed Internet access. Day students have e-mail accounts and voice mailboxes. All students can receive U.S. mail and package delivery through their student mailboxes in George Washington Hall. One-third of the

boarding students live in single rooms, two thirds in double rooms. Because students benefit from knowing members of all classes, most dormitories house lowers, uppers and seniors. Juniors, the youngest students, benefit from extra supervision and guidance and so live together in dormitories with special study and lights-out policies.

NINTH-GRADERS: JUNIORS

Andover's ninth graders (juniors) enjoy the support of an academic and residential program specially crafted for their class. A coordinated approach permits class-

room teachers, house counselors and advisers to confer and plan as they address these young students' needs and encourage their growth. Each junior day student is assigned to a faculty member who serves as the student's adviser throughout the student's Andover career, providing continuity and support as the student matures. Junior boarding students live in designated junior dormitories with house counselors who monitor their progress carefully and with senior prefects who have been selected because they are role models for good study habits, self-confidence and community spirit. For ninth-grade boarding students, advisers are assigned by dormitory. At dormitory meetings, juniors explore topics, ranging from study skills and time management to community living and goodness, that help Andover's youngest students adjust to living away from home. With this foundation beneath them, junior boarding students move in the 10th-grade year to upper class dorms where, along with a house counselor, each is paired with a permanent faculty adviser who sees him or her through the Andover career.

Brave, but with effort, hod the school-boy come
To the cold comfort of a stranger's home,
How like a dogger to my sinking heart
Come the dry summons, "It is time to part;
Good-by!" "Goo—ood-by! one fond maternol kiss ...
Homesick os death! Wos ever pong like this?
Too young os yet with willing feet to stroy
From the torre fires de, glod to get oway. —

From *The School-Boy*
by Oliver Wendell Holmes

'Finis Origine Pendet—
The end depends upon the beginning. I think of this motto when I think of our focus on the juniors. They are at the beginning of their time here, and the faculty feel so strongly our responsibility to ensure it's the best beginning it can be.

—Paul Murphy,
instructor in mathematics; dean of Flagstaff Cluster

RESIDENTIAL EDUCATION AND SUPPORT

Andover takes seriously its responsibility to help students maintain a healthy lifestyle and has developed several specific programs to address alcohol and drug use, human sexuality, nutrition and body image and many other issues that concern young people today. Some of the programs are required, some are voluntary; all are for boarding and day students alike.

Each fall, all new students attend four basic classes in alcohol- and drug-use prevention; all returning students choose from more than 30 related workshops given by the Freedom from Chemical Dependency Foundation.

Every student also attends Martin Luther King Jr. Day seminars in January and AIDS education workshops in the spring. All lowers (10th-graders) participate in the once-weekly, two-term *Life Issues* course "Living and Learning in a Multicultural Community." Topics in the course include friendship, identity, drugs and alcohol, sexuality, gender and racism.

The Brace Center for Gender Studies, the Women's Forum and the Date Rape Prevention Team offer programs designed to educate the community on gender issues. Those wishing to explore the issues of racism can join SARC (Students Against a Racist Community). Other student-run organizations and support groups deal with such important issues as body image and the aftermath of divorce.

The residential education program is challenging and helpful to Andover's students during their years at Andover and, they say, when they leave for other settings as well.

ISHAM HEALTH CENTER

Phillips Academy employs a full-time physician/medical director who is Board-certified in pediatrics and pediatric endocrinology, a licensed pediatric nurse-practitioner and 11 registered nurses to staff Isham Health Center. The health center, with 20 beds, is open 24 hours a day while school is in session. Services provided by Isham include lab work and X-rays, nutrition counseling with a dietitian, and scheduled clinics for orthopedics/sports medicine, dermatology and orthodontics. The Isham staff maintains close association with approximately 60 medical and dental specialists in the Andover and Greater Boston communities who are readily available for consultation. Isham Health Center also welcomes requests for follow-up and continuing care from students' home physicians.

GRAHAM HOUSE COUNSELING CENTER

The Graham House Counseling Center serves the community in several ways. The staff is responsible for psychological counseling, academic counseling, study skills courses, student tutorial services, the psychology department curriculum, consultation to faculty and staff and specialized workshops on health and human issues.

THE CAMPUS MINISTRY

The interfaith ministry of Andover seeks to be responsive to the spiritual needs of the school community. The chaplaincy consists of clergy from Protestant, Roman Catholic and Jewish traditions and also assists students from other backgrounds to meet their religious needs.

Each week, the religious communities gather for worship and fellowship. In addition, Andover celebrates major occasions of the various religious calendars as well as common heritage and values through services and celebrations. The chaplains also encourage the school community to grapple with concerns about hunger, peace and justice.

Various traditions are represented by student clubs, including the Christianity Happening in Living Life (CHILL) (Protestant), the Catholic Student Fellowship, the Jewish Student Union, the Muslim Student Union, the Hindu Student Union, and the Fellowship of Christians in Universities and Schools (FOCUS). These organizations, and others as they form, offer a variety of programs for the enrichment of their members and our school.

RULES AND DISCIPLINE

Andover has established a set of rules carefully designed to protect the rights of individuals and to allow the school to achieve its ends. The rules preserve order in the community so learning can take place, and they help students learn that individual freedom can be achieved only through proper respect for one's self and for others. All incoming students receive a copy of the school's rules, published in *The Blue Book*, and students are responsible for knowing and complying with them.

When a rule infraction involves discipline rather than counseling, the discipline is handled at the cluster level. Offenses involving a student's integrity, social offenses that threaten the well-being of other individuals or the school community, or continued infractions that indicate an unwillingness to come to terms with the demands of the school all may lead to dismissal. Andover takes special care to address issues associated with alcohol and illegal drugs, both of which are forbidden.

THE OFFICE OF COMMUNITY AND MULTICULTURAL DEVELOPMENT

In keeping with the school's *Statement of Purpose,* the mission of the Office of Community and Multicultural Development is to raise awareness and encourage sensitivity to differences of race, ethnicity, religion, gender, socioeconomic class, geographical origin and sexual orientation. The office sponsors workshops, lectures and educational programs for the entire Phillips Academy community and contains a small library and reading area. The dean, student advisers and program coordinators provide support to individual students and student groups. The office is also the home base for Diversity Alliance, a collective of student leaders and faculty advisers of campus cultural clubs.

Learning takes place differently for each person within this complex and diverse community. Students and faculty benefit from attending our many organized cultural celebrations, lectures and workshops throughout the year. Sometimes the most intense learning comes in informal conversations sparked by community or societal issues.

Students learn that through investigation and greater understanding of experiences outside their own, they are better prepared to come to a greater understanding of themselves. We have an obligation to assist in their awareness of an ever-evolving world and the role they can play in making a difference.

—Bobby Edwards, *Dean of Community and Multicultural Development*

Special Events

Asian Arts Festival

Black Arts Celebration

Community Service Celebration Day

Community Service Public Service Speaker Series

Divali

Gay Pride Celebration

GeogroBee

Oxfam Benefit Auction

International Festival and Dance

International Women's Day

Jewish Cultural Weekend

Kwanzaa Celebration

Latino Arts Celebration

Martin Luther King Jr. Day

Tongues of Hope Worship Service

DAILY LIFE

Andover operates on a trimester system. The year begins in early September and ends in June, with breaks in December and in the early spring. Students normally have four or five class meetings per day. Classes are held on Monday, Tuesday, Thursday and Friday, the full class days, and on Wednesday morning and selected Saturday mornings in the fall and spring terms. Classes do not meet on Sunday.

The weekly schedule provides time for independent study, rehearsals and sports, for informal visits to the museums and for extracurricular activities.

All students participate in athletics four afternoons a week. In addition, interscholastic competitions are held on Wednesday and Saturday afternoons.

All students also spend about two hours each week in the school's work program, which is designed to instill a sense of community responsibility for the daily operation of the school, to remind students of the practical elements of life beyond academia and to help the school reduce its operating costs. Students share the jobs of cleaning the dormitories' hallways and common rooms and helping in classrooms, offices and laboratories.

HOMEWORK

Academic course work is intensive and involves about 20-25 hours outside-of-class preparation each week. On nights before classes, formal study hours begin at 8 p.m., at which time students must be signed in to their dormitories or an academic area on campus. By 10 p.m. (9:30 p.m. on Sunday and Thursday), students must be studying in their dormitories and signed in for the night.

Despite the amount of time that must be spent on academic pursuits, most students become involved in extracurricular activities and social events. By allowing students to make some choices about how they spend their time, Andover encourages independence and personal responsibility.

WEEKENDS

Social events during the week are limited by the demands of the academic program, but the weekend program on campus is exciting and varied. Weekend activities include theatre and musical performances, dances, concerts, coffee houses, lectures, movies, art exhibitions, plays and informal activities. Day students may attend all of these events and are permitted, with their parents' and the house counselor's permission, to sleep over at a friend's dorm; similarly, boarders, with proper permission, may sleep over at a day student's home.

DRESS CODE

Andover does not have a formal dress code, but students are expected to be neat and clean and to dress appropriately for each occasion.

MEALS

Meals are served in Commons, a central dining hall comprised of four handsome, traditional dining rooms and four modern serving areas. Several entrees, a pasta bar and salad bar, and homemade bread and soup are available daily. The cost of meals is included in the tuition of both boarding and day students.

"Commons offers a lot of options, especially for people who like to eat well. They always have fresh fruit and a well-stocked salad bar. Wednesday nights are make-your-own-sundae nights with both ice cream and frozen yogurt. My favorite meal, though, is when they serve chicken nuggets at dinner."
—Rhiannon Blaseg '04, Livingston, Mont.

THE DAILY SCHEDULE

7:15 a.m.	Commons opens for the day
8 a.m.	Classes begin
9:45 a.m. – 10:15 a.m.	Conference Period Mondays, Tuesdays and Fridays (for individual student-teacher conferences)
10:10 a.m. – 10:40 a.m.	Conference Period Thursdays for Biweekly academic advising meetings
11:30 a.m.	Commons begins serving lunch
3 p.m. – 5 p.m.	Athletics and Community Service
4:50 p.m. – 5:35 p.m.	Additional academic period for some students not involved with interscholastic sports
5 p.m.	Commons begins serving dinner
6:20 p.m. – 7:50 p.m.	Co-curricular programs (club meetings, music and drama rehearsals, publications, etc.)
8 p.m.	Underclass students in their dormitories or doing academic work in the library, language lab, art studio, music building, writing center, science study hall or math study hall
10 p.m. (Mon., Tues., Wed.); 9:30 p.m. (Sun., Thurs.)	Dorm sign-in for all students on week nights (During 5-day weeks, Friday evening sign-in is 10 p.m. for underclass students, 11 p.m. for seniors. Saturday evening sign-in for all students is 11:30 p.m.)
11 p.m.	Lights out for juniors Lowers are to be in their own rooms During the fall term, uppers are expected to be in their own rooms

The daily schedule includes a once-a-week double academic period for most classes and a weekly all-school meeting on Wednesdays.

THE DAILY BULLETIN

OCTOBER 29

ADMINISTRATIVE

CLASS SCHEDULE	**TODAY**, classes meet according to a regular **MONDAY** schedule with **MONDAY** classes.

STUDENT LIFE

ABBA LOVERS USA	or GSA, sans LTA, we're going to Bertucci's this week. Bring your friends. "Play that funky music...."
AMNESTY	**TODAY**, our weekly meeting will he held in the Underwood Room from 5:30-7 p.m. Write a letter, save a life! Everyone is welcome.
BULLETIN NOTICES	Your notices for the Daily Bulletin may now be forwarded directly to the dean of students office by simply e-mailing to the following address: bulletin. We hope this will expedite your notices as well as help in our efforts to conserve paper. Any questions, please contact Ms. Saladini at 4178.
BUS	TO NYC AND CT, URGENT: For Thanksgiving Holiday – sign up this Thursday in Steinbach Lobby at 9:45-10:15 a.m. – conference period only. First come, first accepted. If insufficient signups, bus will be canceled so, sign up NOW or Dickie will have to cancel the bus. Questions? See Dickie.
CHAPEL COUNCIL	meets Tuesdays in Rose Room (Commons, upper right, next to Ropes). Major planning and input.
CHESS CLUB	meets this Wednesday, 6 p.m., in Sam Phil 13. Free pizza as always.
DRIVER'S ED	The final day to sign-up for Driver's Ed for the school year will be this Wednesday. Classes are held in Kemper Auditorium from 6:30-8 p.m. each Wednesday. Questions? See Mrs. Benedict in the dean of students office.
FCD WEEK	NOVEMBER 11-14; all returning students (and new seniors) will receive an FCD (Freedom from Chemical Dependency) Week Workshop sign-up sheet. Please read carefully, and return choices to dean of students office by November 1.
FACULTY, STAFF	AND PARENTS SAVE MONEY! Entertainment books are being sold on campus until the end of the term for $30 ($6 goes to the Prom). See anyone at Student Activities or call 4183. When finals end, so does this offer!
FOCUS	Movie this Friday at 6:45 p.m. in 1924 House. "The Hiding Place" will be shown. Come and enjoy!
FREE CDs	Tune in to WPAA, 91.7 FM, every Wednesday night at 11 p.m. for Electrochemical Rock. It's your chance to win free CDs as well as experience the best new and classical rock.
GERMAN TABLE	Deutscher Stammtisch **is canceled for today** due to Senior/Faculty Dinner.
JSU DINNER MEETING	Every Tuesday 5-6 p.m. in the Blue Room. Newcomers are always welcome.
JUGGLING CLUB	will meet on Wednesday at 4:30 p.m. on the lawn in front of Sam Phil.
JUNIOR MOVIE TRIP	this Friday. $5.00 gets you movie and bus! You must sign up in Student Activities.
MATH CLUB	meets this Wednesday at 6:30 p.m. All are welcome. We're preparing for the second round of the New England Math League. We're currently first.
MODEL UN	holds short meetings every Wednesday at 7:15 p.m. in Morse Hall. In February we go to Georgetown in Washington, D.C., for a conference with thousands of high school students from around the country. New members are most welcome.
NATIVE AMERICAN	CULTURE CLUB meeting will be held at 6:30 p.m. in the Peabody Museum on November 4. We will be showing a movie and discussing Native issues. Refreshments.
OXFAM INTERNATIONAL	Wednesday, 6 p.m., in the Rose Room of Commons.
ROCK ON	Listen to Rock On every Thursday at 5 p.m. on WPAA, 91.7 FM. Great music and free gift certificates. Tune in!
THE BEST SHIRT!	Blue Key is selling an AWESOME shirt, Tuesday and Wednesday ONLY. On the back: "EXETER" with "What's Hot: not much" and "What's not" with a very funny long list. The front has a large "A" with "It's all good." Sleeve has "Andover/Exeter." See/order shirts at lunch, dinner, conference and Student Activities ($10 short sleeve, $14 long sleeve).
WIN A $20,000	COLLEGE SCHOLARSHIP. Stop by the Community Service Office or the College Counseling Office for an application for a REACT magazine "Take Action Award."

SUMMER OPPS

INTERIM YEAR OPTION	Americorps-year: Seniors: Toya Hampton, a representative of Americorps, will be in Commons **TODAY**, 5-6:30 p.m., to talk to interested students about a 10-month service program for a PG year before college. Take time to stop and chat with her.

ATHLETICS

INDOOR TRACK	Organizational and informational meeting in Sam Phil 12 at 5:45 p.m., Thursday. Anybody interested in track is welcome. **Sprint, don't Saunter!**
NORDIC SKIING (X/C)	Mandatory meeting at 5:30 p.m., Wednesday in Ropes, Commons. For returning skiers and anyone new who is interested. Contact Ms. Carlisle if you have questions.
WRESTLING	The preseason meeting will be held **TODAY** at 6:30 p.m. in Borden. All who are thinking about wrestling should come; girls are welcome. Bring shorts and a t-shirt. If you can't make it, call Andy (6904).

EXTRACURRICULAR ACTIVITIES

Extracurricular activities are an important aspect of a student's education, and Andover offers a rich fare, thanks to the range of interests among the student body. The Andover Ambassadors handle the responsibility of conducting campus tours for the admission office, and older students who are members of the Tutorial Program offer academic help to fellow students. The student radio station, WPAA, is on the air daily, serving the local listening area as well as the student body. *The Phillipian* is the academy's prize winning, student run weekly newspaper. Students write the articles and headlines, take the pictures and lay it out. The school yearbook, *Pot Pourri*, the literary magazine, *Courant* plus half a dozen other student publications provide more opportunities for those with a literary bent. Cultural and religious organizations abound, as do theatre and music clubs and course-related groups such as the *Cercle Français*, Andover Latin Society and Philomathean Society. In fact, there is no limit to the variety of organizations or the enthusiasm of their members, and students who do not find an existing club or organization that meets their needs are encouraged to start one.

STUDENT ORGANIZATIONS

Members elected:

Blue Key Society

Student Council

Open to all:

Andover Drug & Alcohol Awareness Committee

African-Latino-American Society

AIDS Awareness Committee

Amateur Radio Club

Ambassadors Club

Amnesty International

Andover-Japanese Connection

Andover Review (scholarly writing)

Animal Rights Club

Archaeology Club

Art Club

Asian Society

Astronomy Club

Backtracks (magazine of commentary)

Catholic Student Fellowship (formerly the Newman Club)

Cercle Français

C.H.I.L.I. (Christianity Happening in Living Life)

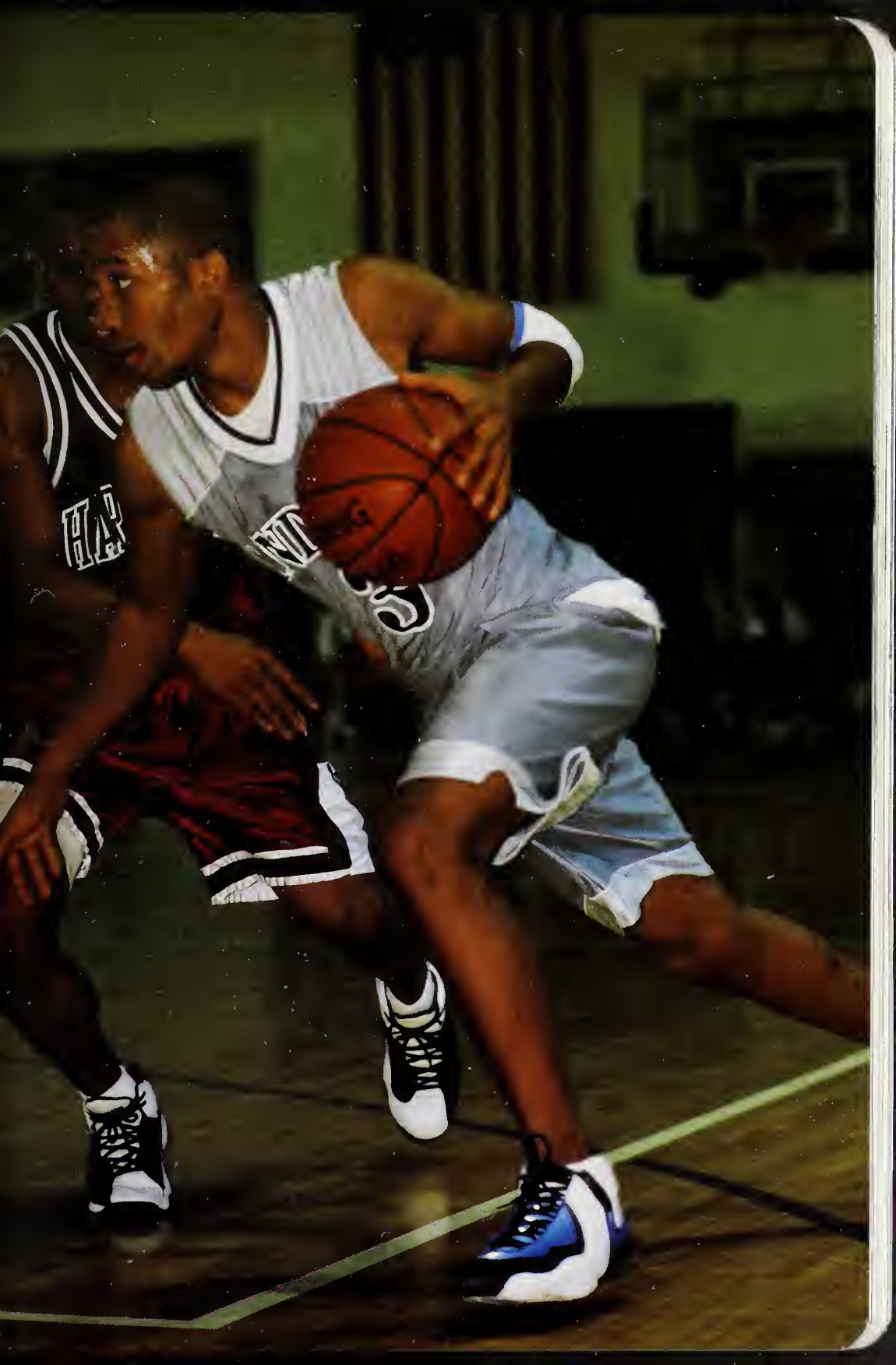
Chess Club

Chinese Club

Chinese Student Association

Computer Club

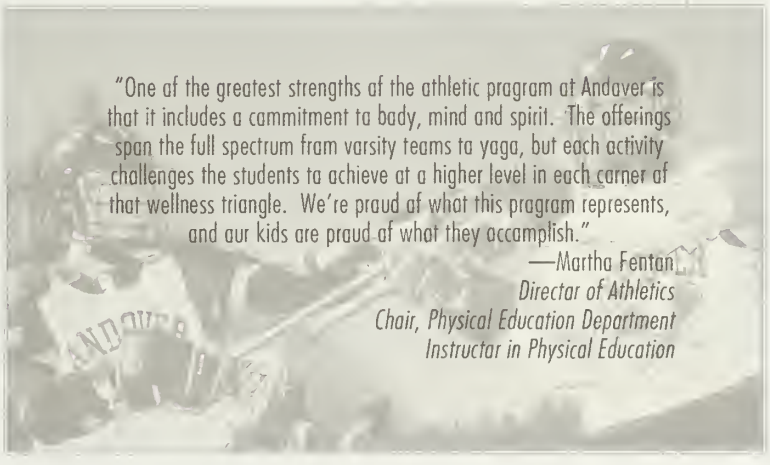
Cooking Club
Courant (literary magazine)
Dance Club
Democrats Club
Diversity Alliance
Eco Action
Fencing Club
Film Society
FRONTLINE (political writing)
Gay/Straight Alliance
German Club
Handbell Choir
Hindu Student Union
Hue & Sable (arts publication)
Indo-Pakistani Society
International Club
Jewish Student Union
Korean Student Fellowship
Math Club
Model United Nations Club
Muslim Student Union
Oxfam
Philharmonic Society
The Phillipian (student newspaper)
Philomathean Society (debating society)
Physical Health Information Team
Pot Pourri (school yearbook)
Quiz Bowl Team
Republican Club
Students Against a Racist Community
Spanish Club
Student Medical Society
Tech Masters
Women's Forum
WPAA (campus radio station)



SEAWOLVES
ANTIDOTE
DOVE

PART FIVE: ATHLETICS

In keeping with Andover's commitment to provide a depth and breadth of choices to our students, the athletic department offers dozens of sports, dance and exercise options at every level of instruction. Our competitive athletes work with coaches widely recognized as among the best in secondary school education, and they face rigorous interscholastic competition from other prep schools and from Boston-area colleges. The training room is fully staffed with three certified athletic trainers who work with the school physician and the staff at Isham Health Center. Our recreational athletes have as options not only intramural and instructional sports, but such special programs as Search and Rescue, classical ballet, basics, modern dance, yoga and aerobics. All lowers (10th-graders) also take one challenge-based physical education course five hours a week for one term. These students are tested for physical aptitude and instructed in safety, health and exercise physiology, learn drown-proofing, master a ropes course and gain the information and skills they will need to maintain lifetime wellness.



"One of the greatest strengths of the athletic program at Andover is that it includes a commitment to body, mind and spirit. The offerings span the full spectrum from varsity teams to yoga, but each activity challenges the students to achieve at a higher level in each corner of that wellness triangle. We're proud of what this program represents, and our kids are proud of what they accomplish."

—Martha Fenton
Director of Athletics
Chair, Physical Education Department
Instructor in Physical Education

"The athletic facilities at Andover are outstanding. I enjoy having practices every day right after classes, getting plenty of ice time in hockey on the new Harrison Rink. The new stadium is a real thrill to play in, too. Students here have spirit unlike any other student body I have ever seen, and I enjoy playing for a big crowd, especially on Andover-Exeter Day, and cheering for my friends as well."

—Robert Spang '05, Wakefield, Mass.

Andover's athletic facilities are among the finest in the country and include 18 playing fields and 18 tennis courts; the Phelps Stadium, the Soroto Track, three gymnasiums with swimming and diving pools, basketball and squash courts, two dance studios, wrestling room and state-of-the-art fitness center; the Case Memorial Cage with its indoor track; the Sumner Smith and Harrison rinks; and the James C. Greenway boathouse on the Merrimack River.

OFFERINGS OF THE ATHLETIC PROGRAM

Similar to the breadth and depth of academic offerings at Phillips Academy, our athletic program is one of the most extensive in secondary school education. Below is a comprehensive listing of the current offerings.

Fall	Winter	Spring
Basic Fitness	Basic Fitness	Basic Fitness
Basketball Training (co-ed)	Baseball & Softball Training	Ultimate
Hockey Training (co-ed)	Crew Training (co-ed)	Cluster Ultimate Frisbee
Cluster Soccer	Cluster Basketball	Senior Tennis
Instructional Crew	Senior Squash	Instructional Fencing
Instructional Fencing	Recreational Nordic Skiing	Instructional Tennis
Instructional & Recreational Squash	Yoga	Instructional Squash
Instructional Swimming	Spirit Leaders of Andover Madness	Instructional Swimming
Instructional & Recreational Tennis	Dance	Instructional Volleyball (G
Instructional Wrestling (co-ed)	Search & Rescue (co-ed)	Yoga
Yoga	Basketball (BV, BJV, BJV2)	Tai Chi
Spirit Leaders of Andover Madness	Basketball (GV, GJV, GJV2)	Dance
Dance	Hockey (BV, BJV)	Search & Rescue (co-ed)
Search & Rescue (co-ed)	Hockey (GV, GJV)	Baseball (BV, BJV, BJV2)
Cross-Country (BV, BJV)	Nordic Skiing (BV&GV)	Softball (GV, GJV)
Cross Country (GV, GJV)	Squash (BV, BJV, BJV2)	Crew (BV, BJV)
Football (BV, BJV)	Squash (GV, GJV, GJV2)	Crew (GV, GJV)
Field Hockey (GV, GJV, GJV2)	Swimming & Diving (BV, BJV)	Cycling (Co-ed V)
Soccer (BV, BJV, BJV2)	Swimming & Diving (GV, GJV)	Golf (Co-ed V)
Soccer (GV, GJV, GJV2)	Indoor Track (BV, BJV)	Lacrosse (BV, BJV, BJV2)
Volleyball (GV, GJV)	Indoor Track (GV, GJV)	Lacrosse (GV, GJV, GJV2)
Water Polo (BV)	Wrestling (BV, BJV)	Tennis (BVA, BVB, BJV)
		Tennis (GVA, GVB, GJV)
		Track & Field (BV, BJV)
		Track & Field (GV, GJV)
		Volleyball (BV)
		Water Polo (GV)

The immortal boy, the coming heir of all
Springs from his desk to "urge the flying ball,"
Cleaves with his bending oar the glassy waves,
With sinewy arm the dashing current braves
The same bright creature in these haunts of ours
That Eton shadowed with her "antique towers."

From *The School-Boy*
by Oliver Wendell Holmes

PART SIX: THE ARTS

The arts in all their forms are at the heart of Andover life. Students, faculty and visiting artists study, create, rehearse and perform 60 musical concerts, 8 to 10 major theatrical or dance concerts with sets and costumes, and 30 smaller theatre or dance productions each year, as well as present a student art show each term.

In classes, students study the theory and history of music, art, theatre and dance and take such courses as drawing, design, painting, ballet, modern dance, directing, technical theatre, sculpture, photography, printmaking, architecture, filmmaking, ceramics, computer graphics, chamber music, electronic music and jazz. At the Addison Gallery of American Art and the Peabody Museum of Archaeology, students find inspiration in the museums' treasures and in the advice offered by visiting scholars and artists. And in their free time, the students make extensive use of the rehearsal rooms, studios, darkrooms and theatres of George Washington Hall, Graves Hall and the Elson Art Center, pouring their music, voices and laughter over a campus enlivened immensely by their robust creative energy.

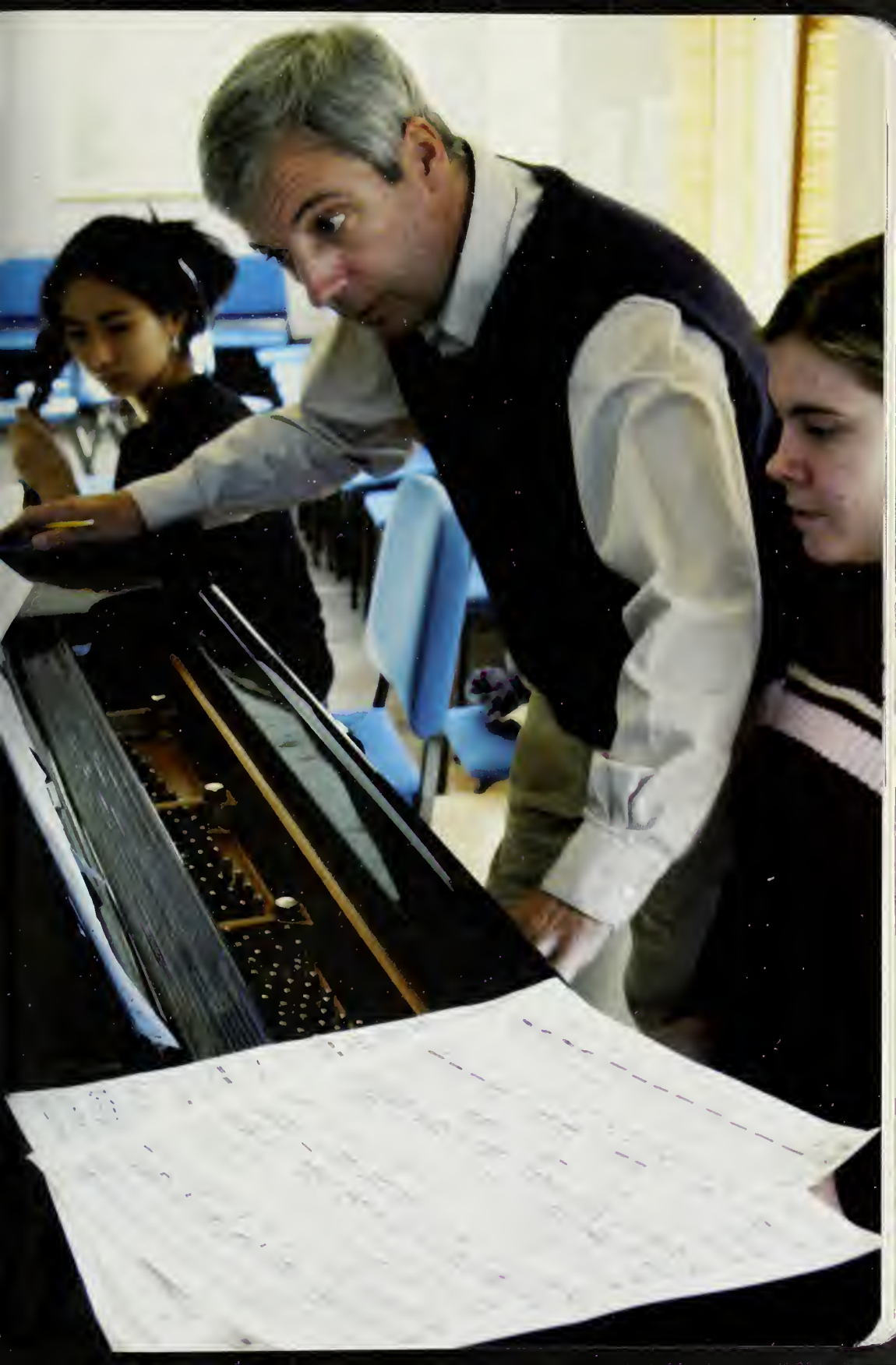
"It's impossible to say the most difficult piece the students performed recently. We did perform Felix Mendelssohn's oratorio Elijah, *so anyone who's reading this will know the kind of music we're doing. Rasaan Ogilvie sang a number of solos in it, and also performed the role of Jim in the musical* Big River. *His specialty is singing; he's a baritone and a young man who's destined to distinguish himself nationally and internationally. It's exciting to have talent of this sort at a high school, and we have a lot of it! Why, there's Charlene and Jennifer and Nathan and Abigail and Rachel and Adam and Drew, and, oh, the list goes on and on."*

—William Thomas
Instructor in Music and Director of Performance

The Addison Gallery's Elson Artist-in-Residence Jim Hodges recently invited 147 students from Phillips Academy and Lawrence High School to create the soundtrack for his multimedia installation, "Colorsound," a work that integrated music and a wall mural of color in the galleries of the museum.

The Cantata Choir consists of 60-80 singers and the Chamber Orchestra of 30 string players and additional winds.

The largest of the school's musical groups is the Symphony Orchestra, with 75 strings, 25 winds, brass and percussion. Recent performances include Rimsky-Korsakov's *Scheherazade* and *Capriccio Espagnol*, Tchaikovsky's *Romeo and Juliet*, William Grant Still's *Afro-American Symphony*, Rossini's *William Tell*, Shostakovich's *Symphony #5* and Tchaikovsky's *Symphony #5*



PART SEVEN: COMMUNITY SERVICE

Andover's nationally recognized Community Service Program provides opportunities for students to volunteer time working with public service agencies in the town of Andover and also in nearby Lawrence, North Andover, Boxford and Methuen. Born of a rich history of public service at both Abbot Academy and Phillips Academy, the Community Service Program now involves more than 350 students each trimester.

Though giving one's time to better the community can be an end in itself, the program is designed also to be an effective method of experiential education—complete with learning goals, orientation, training and reflection. Our goals include teaching students about the social and political context in which their work and the agencies' work take place.

Students may volunteer once each term, or several hours each week. They may take academic courses or independent study courses that include community service as an integral component, or they may volunteer for programs that meet in the afternoon, evening or on weekends. Flexibility in the schedule allows students to fulfill their athletic requirement at off-hours should they choose to volunteer in the afternoons, so community service opportunies are available even for varsity athletes and busy artists.

The Community Service Program has been developed so that, through active involvement, students learn more about the larger community and their potential in it. Inevitably, as they live up to the academy's motto, *non sibi* (not for one's self), they experience great personal growth while developing the knowledge, skills and commitment for a lifetime of effective participation in public life.

ONGOING PROJECTS

ELDERLY
Academy Manor Nursing Home

North Andover Skilled Care Center

Mary Immaculate Restorative Nursing Home

Music for Life

SeniorNET

ENVIRONMENTAL
MSPCA

Other student organizations

Recycling at Phillips (RAP)

HEALTH
Boston Living Center

Corpus Christi AIDS Hospice

HOUSING AND HUNGER
Bread and Roses

Habitat for Humanity

Lazarus House

Walk for Hunger

Greater Boston Food Bank

OxFam

NEW AMERICANS
Chinese Cultural Outreach

French 400: The Francophone Presence

Project V.O.I.C.E.

Social Science 420: The Urban Studies Institute

Spanish 430: The Hispanic Presence in the USA

Spanish 530: Advanced Spanish Language in the Lawrence Community

POLITICAL ACTION
Project V.O.I.C.E.

Other Student Organizations

Amnesty International

SPECIAL NEEDS
ARC

FMARC Swimming

North Andover Skilled Care Center

Windrush Farm Therapeutic Equitation

YOUTH
Addison After-School Art Club

Andover Lawrence String Program

Bancroft Elementary

Bread Loaf Pen Pal Program and Writing Workshop

The Children's Place at Phillips Academy

Community Day Care Preschool

Community Day Care Latchkey

Community Kids Place

English 541: Writing Through the Universe of Discourse

HERC

Lawrence Boys' Club

Lawrence Girls' Club

Music Enrichment

PALS

Project V.O.I.C.E.

Science Club for Girls

Si, Se Puede

Sports Clinics

SIS

Theatre Troupe

World Games

Youth Explorations in Science

SPECIAL EVENTS
Merrimack Valley Day of Service

Bread and Roses Picnic

City Year Serve-a-thon

Clothing, toy and food drives

Martin Luther King Jr. Day

Spring Celebration Day

Walk for Hunger

ON CAMPUS
ESL Classes

ACADEMIC COURSES RELATING TO COMMUNITY SERVICE
Art 460: Art in the Community

English 541: Writing Through the Universe of Discourse

Environmental Science 500: AP Environmental Science

French 430: The Francophone Presence

Psychology 420: Introductory Psychology

Psychology 430: Developmental Psychology

Social Science 420: The Urban Studies Institute

Social Science 640: Masculine/Feminine/ Human: Issues in Gender Relations

Spanish 430: The Hispanic Presence in the USA

Spanish 530: Advanced Spanish Language in the Lawrence Community

Public and community service are integral to the educational mission of Phillips Academy. In accordance with the school's motto, *non sibi* (not for one's self), the Phillips Academy Community Service Program strives to:

- promote and provide structured opportunities for students, staff and faculty to engage in public service;
- foster collaborative relationships with individuals, organizations and schools that address problems and build upon assets of local and global communities;
- connect academic learning to community problem solving through the development of service learning courses in a variety of disciplines;
- inspire responsibility and personal growth by supporting volunteers, encouraging student initiatives and providing a comprehensive leadership education program; and
- motivate students to consider and act upon issues of social justice and civic responsibility and thus foster a commitment to a lifetime of effective participation in public life.

— The Community Service Program Mission Statement written by the 1997-98 student coordinators and faculty advisory board.

THE NORTH FACE

"I really enjoy Sunday mornings. That's when I head to the local YMCA and swim with mentally disabled kids as part of our community service Easter Seals project. Community service is rewarding on many levels at Andover. With faculty guidance, students run the programs and get to grapple with schedules, policy and other issues. Running the Easter Seals program has enabled me to explore fully what it means to have a commitment to community service."

—Bryce Kaufman '03, New Canaan, Conn.

"I would recommend that incoming students bring an open mind, laundry detergent and a lot of toothpaste – it runs out quicker than you'd think!"

—Alessandra Colaianni '03, Lake Forest, Ill.

"Not all the teaching goes on in the classroom. Kate Dolan, my field hockey and lacrosse coach, has taught me dedication and the value of a good work ethic."

—Cortney Tetrault '03, Hatfield, Mass.

PART EIGHT: ADMISSION INFORMATION

YOUTH FROM EVERY QUARTER

The school's constitution, written in 1778, states that Andover "shall be ever equally open to Youth of requisite qualifications from every quarter." With this principle in mind, the basic requirement for admission to Andover today continues to be evidence of sound character and strong academic achievement. The school is especially interested in candidates who demonstrate independence, maturity and concern for others, in addition to high performance in studies and activities. Valuing diversity in its student body, the school seeks to bring together a community from all parts of the country and from many nations.

The school's endowment covers approximately one-third of the cost of an Andover education. Therefore, in fact, every student receives financial aid. In addition, because of the generosity of a large number of alumni, parents and friends, further financial assistance is available. (See Financial Aid and Financial Planning, page 127.)

APPLICATION PROCEDURES

Priority will be given to day student candidates who complete the application and interview by Jan. 15, and to boarding candidates who complete the application and interview by Feb. 1. A decision from the Admission Committee will be mailed on March 10. The possibility of admission is considerably lessened for all applicants who complete the process after the stated deadlines, and decisions for this group may not be rendered before May 1. A deposit of $1,500 is required to reserve a place at the time admission is offered to an applicant. If you have questions about Andover's admission or application procedures, call or write.

Admission Office
Phillips Academy
180 Main St.
Andover, Massachusetts 01810-4161

Admission Office direct line: 978-749-4050
Academy switchboard: 978-749-4000, ext. 4050
Admission Office e-mail: admissions@andover.edu
Academy Web site: www.andover.edu
Office hours: Monday through Friday, 8:30 a.m. to 4:30 p.m. and designated Saturdays, 8:30 a.m. to 12 noon, Oct. 1 through Jan. 31.

DAY STUDENTS

Students residing in several nearby cities and towns may choose whether to apply as day students or as boarders. This is a one time only choice which must be made when the application is submitted to the admission office. Day students comprise approximately one fourth of the student body.

Students residing in Andover or in North Andover must apply as day students. Applicants from the following Massachusetts cities and towns have a choice: Boxford, Bradford, Dracut, Georgetown, Groveland, Haverhill, Lawrence, Lowell, Lynnfield, Methuen, Middleton, North Reading, Reading, Tewksbury and Wilmington, and also New Hampshire cities and towns: Atkinson, Pelham, Plaistow and Salem.

Families are urged to consider carefully all aspects of each option, including transportation, finances, accessibility to the variety of on-campus activities, and the relative merits of living at home versus school residence for the student. The admission office will be happy to assist families in reaching the best decisions for their needs.

Candidates living outside our day student area but intending to move before September to a day student town should discuss the situation with an admission counselor, apply as boarders, note it on the application and notify the admission office when the move is completed. At that point, candidates will be changed to day student status. Current students who move to either Andover or North Andover are required to become day students.

FOUR STEPS TO BE COMPLETED FOR APPLICATION

1. Complete Part One of the Application

To begin the application process, complete Part One of the application located either online or in the back pocket of the catalog, and send in the non-refundable $40 fee as soon as possible. (Checks are to be made payable to the Trustees of Phillips Academy.) An applicant file will not be created until Part One of the application is received. The online application can be found at www.andover.edu, click admission, select Part One of the application. (Applications will not be considered unless Part One and the fee are received.)

2. Schedule a Personal Interview

Day student candidates must complete their interviews by Jan. 15 and boarding candidates by Feb. 1. Candidates are encouraged to schedule interviews in either the spring, summer or early fall of the year before they intend to enter. It is in everyone's best interest for the interview to take place as early as possible. A visit to the academy is desirable, as it gives candidates a chance to have questions answered and to see the school. If a candidate or a member of the candidate's family needs disability-related accommodations,

please notify the admission staff at 978-749-4050 in advance of scheduling an interview so we can make appropriate arrangements. Please allow two hours for the tour and interview, and be sure to dress with the weather in mind. After the interview, candidates and their families are welcome to walk about the campus, visit the Addison Gallery of American Art or watch games and practices. Candidates who cannot visit the academy are themselves responsible for arranging an interview with an Alumni Admission Representative. (See page 131.) **Please note: Massachusetts families who need an Alumni Admission Representative interview and have not scheduled one by Jan. 15 should contact the Admission Office for assistance.**

3. Return the Final Application Forms

Final application forms should be completed and returned as soon as final grades are available for the fall term. **The transcript must include current grades for the application to be complete.** Priority consideration is given to day student applications submitted by Jan. 15 and to boarding applications submitted by the advertised deadline of Feb. 1. (Candidates who apply after Feb. 1 should return forms immediately.) Teacher recommendations should be from current teachers. We cannot accept any application forms by fax.

4. Take the Appropriate Standardized Admission Test

Although most candidates for grades 9-11 submit the Secondary School Admission Test (SSAT), candidates who wish to present the Educational Records Bureau's Independent School Entrance Examination (ISEE) may do so. Whenever possible, international students for whom English is not the primary language should also submit the Test of English as a Foreign Language (TOEFL). Many candidates register for the SSAT online at www.ssat.org.

SECONDARY SCHOOL ADMISSION TEST

The 2003-04 *Student Registration Information Brochure* published by the Secondary School Admission Test Board, Princeton NJ 08540, will be sent by Andover to all candidates. This brochure describes the Secondary School Admission Test, which will be given on the following dates:

November 8, 2003
December 13, 2003
January 10, 2004
* February 7, 2004
March 6, 2004
April 17, 2004
* June 12, 2004

* *US/Canada sites only*

Candidates are strongly urged to take the SSAT administered in either November or December 2003. Otherwise, candidates should take the January 2004 administration.

TWELFTH GRADE OR POSTGRADUATE CANDIDATES

Instead of the Secondary School Admission Test, senior and postgraduate candidates must take either the Preliminary Scholastic Aptitude Test (PSAT) or the Scholastic Aptitude Test (SAT) of the College Board Scholastic Aptitude Tests (ETS 609-771-7600). One may register online for the PSAT and SAT at www.collegeboard.com.

Postgraduates are full-fledged members of the senior class and are eligible for all school activities. Because of their academic credits, they frequently have maximum flexibility in course selection.

EARLY DECISION

Andover does not participate in any early decision plan for admission.

SCHOOL COSTS AND AFFORDABILITY

TUITION AND FEES

The tuition for 2003-04 is $30,100 for boarding students and $23,400 for day students. The average annual cost to educate a student at Andover is approximately $51,000. The difference between the annual cost and the tuition charge is made up from gifts and income from endowment, which are the products of the generosity of alumni, parents and friends. To reserve a student's place for a given school year, a deposit in the amount of $1,500 must be received by the acceptance deadline, April 12, in the case of a newly admitted student, or by May 1 in the case of a returning student. It is non-refundable under any circumstances.

The tuition, less the above deposit, is billed in two equal amounts, with half the tuition and fees due July 15 and the final payment due Dec. 1. The award of financial aid scholarship or loan reduces the billed amount accordingly.

No tuition refund will be made for any student who withdraws, is dismissed or is absent for any reason after registration.

An optional Tuition Refund Plan is offered, at 2.5 percent of tuition, to protect

against the departure of a student for any reason. Under this plan, 65 percent of the unused portion of the tuition for school days remaining is refunded.

Tuition covers instruction, board, room (including basic furniture), physical training and most athletic privileges, use of laboratory equipment and material, and admission to all authorized athletic contests and most authorized entertainment at George Washington Hall or elsewhere on campus, including the Saturday evening movies.

The school provides sports uniforms and most athletic equipment. Students are required to bring their own footwear and urged to bring whatever other personal athletic equipment they already possess.

OTHER EXPENSES

Tuition does not include a technology fee, materials for art courses, medical expenses and insurance, telephone charges, textbooks, laundry, school supplies or breakage and/or damage to school property. Typically these expenses total about $2,000. Tuition does not cover private music lessons or the cost of participation in School Year Abroad or other off-campus programs.

Bills for items not included in tuition charges may be rendered at any time during the school year. All charges must be paid by their due date in order to assure a student's place at the academy. Students with past-due bills may be asked to leave at any time. The diploma of the academy will not be awarded to seniors whose school accounts are not paid in full by June 1.

FINANCIAL AID AND FINANCIAL PLANNING

Financial need should never discourage a student from applying for admission to Phillips Academy. Andover offers full financial aid grants for low-income families, and financial aid grants and low-interest, deferred-payment student loans to meet a broad spectrum of need. To help all Andover families with financial planning, the school has created the Andover Plan, an innovative package of four payment options.

Financial Aid

Operating Budget:	$8.9 million
Financial Aid Scholarship Grants:	$8.5 million

Average grant for returning students: $22,200

Student Loans:	$500,000 in 2003-04

(presently at 6% interest)

If you are not sure whether you qualify for financial aid of some kind, we encourage you to apply; this is the best way to find out.

Because Andover values and seeks an economically diverse student body, aid is awarded only on a basis of demonstrated need. Need depends on many variables, such as family income, number of children, age of parents, other tuitions, unusual medical expenses, taxes, assets, liabilities, etc.

TO APPLY FOR FINANCIAL AID

1. When filling out Part One of the application online or in back of the catalog, parents should check "yes" for financial aid.
2. Andover will send you the Parents' Financial Statement (PFS). Fill it out and send the original to the School Scholarship Service (SSS) in Princeton, N.J. The SSS uses a formula nationally accepted among independent schools to analyze need and provides Andover with a preliminary estimate of your family's ability to contribute to educational expenses. The process assures that all schools to which a student applies will base their calculations on the same data.
3. Send a copy of the PFS to Andover prior to Jan. 15, along with the most recent IRS 1040 and W2 forms when they become available.

Requests for aid filed after the Jan. 15 deadline may not be processed in time to be included in the initial allocation of financial aid funds.

DIVORCED OR SEPARATED PARENTS

The resources of both parents must be considered in cases where a divorce or separation has taken place. This information should be included on the financial statement provided by the school. The availability of complete information from both parents is essential to assure a fair assessment of the family contribution. Lack of this information may result in no award of aid or an arbitrarily low financial aid package. Financial aid award letters are mailed in the same envelope as the Certificate of Admission, on March 10. For more detailed information, direct your letter or telephone call to:

James F. Ventre, *Director of Financial Aid*
Phillips Academy
180 Main St.
Andover MA 01810-4161
Telephone: 978-749-4059

FINANCIAL PLANNING: THE ANDOVER PLAN

All families, whether or not they are receiving financial aid or loans, benefit from planning carefully the way in which they will pay for their children's education. Accordingly, Andover created the Andover Plan, four different payment options designed with the help of KeyBank and prepGate. Briefly, the options are: a one-time tuition payment which avoids tuition increases; two programs that access credit loans; and arrangement of a monthly budgeting plan. All students who are enrolled on a full-time basis are eligible for these plans, which are explained in detail on the following page.

THE ANDOVER PLAN

The Andover Plan provides the following payment options for a range of family situations.

	1 **Key Education: Monthly Payment Plan** A monthly budget option	2 **Key Education: Achiever Loan** A low-cost private loan
Benefits	• Apply online, by phone, mail or fax • No credit review • No interest • Families may budget any annual amount of tuition expense, other than the non-refundable enrollment deposit, over the school term • Direct Debit Option—payments can be automatically withdrawn from your checking account • Optional Education Completion Protection—valuable life and disability insurance	• Apply online, by phone, mail or fax • Reserve funds for 1–4 years of school; interest is charged only on the amounts paid to the school • Low interest rate and overall cost • Can also be used to meet college expenses • Optional Education Completion Protection—valuable life and disability insurance
Features	• Pay for one year of school in 10 equal monthly payments beginning May 1 • Application fee of $55 prior to June 1, then increases to $100 • Family pays Key, which pays Phillips Academy	• Favorable interest rate, set quarterly based on 3-month LIBOR plus 3.85% (5.13% as of 2nd quarter 2003, 5.38% APR). Borrow from $2,000 up to the to the total cost of education less any aid • Funds are paid to Phillips Academy • Up to 15-year repayment term
Eligibility	• Any family wishing to pay annual costs in equal monthly payments, regardless of financial aid awards	• Main applicant: Parent or sponsor of student, wishing to pay education costs over an extended term
Obligation	• Monthly payments to Key over 10 months	• Monthly payments to Key over 180 months
Source	• Family Funds	• Loan
Contact	• Key Education Resources, 1-800 KEY LEND, www.Key.com/educate	• Key Education Resources, 1-800 KEY LEND, www.Key.com/educate

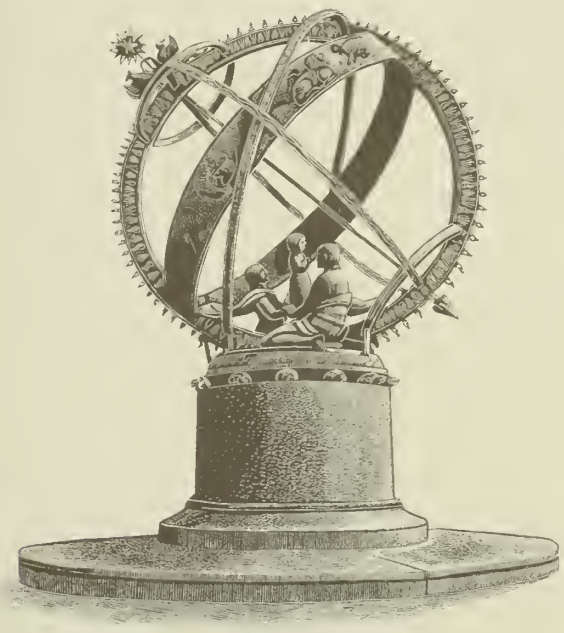
	3 **prepGATE: Education Loan** A low-cost private loan	4 **Phillips Academy: Guaranteed Tuition Single Payment** A prepayment option
Benefits	• Apply online, by phone, mail or fax • Approval by next business day • Specially designed credit tool to enable increased program access • Low overall financing cost • Can be used to finance college as well	• No tuition increases • Automatic enrollment in Tuition Refund Plan at no cost for the current school year
Features	• Favorable interest rate, set quarterly based on the average of the one-month LIBOR + 3.0% (6.35% as of 2nd quarter 2003, 6.67% APR) • 10-year repayment term • No prepayment penalties • No application fee	• Families prepay tuition from their own resources for a student's entire Andover education at the entry-level cost times the number of years, e.g. four for 9th grade, three for 10th grade, two for 11th grade
Eligibility	• Any family wishing to pay annual costs in equal monthly payments, regardless of financial aid awards	• Main applicant: Parent or sponsor of student, wishing to pay education costs over an extended term
Obligation	• Monthly payments to Bank of America	• Prepayment to school of entire four, three or two years of tuition at first year's rate
Source	• Loan	• Family Funds or Loan
Contact	• prepGATE, 1-888-353-GATE, www.prepgate.com	• Phillips Academy, 978-749-4510, billing@andover.edu

INTERVIEWS WITH ALUMNI REPRESENTATIVES

While it is advisable from the student's point of view to visit Andover, distance frequently renders a visit impractical. When this is the case, the candidate should write or telephone the most conveniently located alumni admission representative and arrange for an interview. After you arrange for an interview with an alumni admission representative, please notify the Andover admission office of the date of the interview and the name of the interviewer. This procedure will help us keep your records up to date. A candidate unable to arrange for an alumni admission representative interview should communicate with the admission office for assistance. All interviews with alumni admission representatives must be conducted by Jan. 15 for day student candidates or Feb. 1 for boarding student candidates or the candidate will not receive a March 10 decision. Applicants interviewed after those deadlines will be considered as late candidates.

Alumni admission representatives are local alumni who have volunteered their time to assist the school with the admission process. They are often busy people who have many demands upon their time. Applicants and their families are urged to schedule appointments with alumni interviewers well in advance of the deadlines to avoid schedule conflicts.

A list of alumni representatives begins on the next page.



ALASKA

Anchorage

Kevin Fitzgerald '78
1525 N Street, 99501
907-274-4431 (H)
907-258-8750 (W)

Juneau

Andy Hemenway '66
P.O. Box 22506, 99802
907-586-3789 (H)
907-465-2252 (W)

ARIZONA

Paradise Valley

Betsy Gootrad Kasper '74
8920 North Martingale Road,
85253-2056
480-609-8575 (H)

Tucson

Randolph Accetta '81
3941 West Wildlife Place,
85745
520-743-7698 (H)
520-991-0733 (Cell)

CALIFORNIA

Burlingame

Jane Tsai '90
1416 Alvarado Avenue,
94010
650-506-6331 (W)
650-401-3890 (H)

Corona del Mar

John Kidde '64
3907 Inlet Isle Drive,
92625
949 640-7075 (H)
714-257-3895 (W)

Encino

Jeffrey L. Reuben '78
3901 Lake Vista Court,
91316
310-345-8171 (H)
310-201-3505 (W)

Los Angeles

Patrick A. Cathcart '64
Hancock, Rothert & Bunshoft
515 South Figueroa Street,
17th Floor, 90071
213-623-7777 (W)

Robert J. Cathcart '64
515 South Figueroa Street,
8th Floor, 90071
626-441-2916 (H)
213-955-5552 (W)

Trevor A. Grimm '56
Kaplanis & Grimm
621 South Westmoreland
Avenue #200, 90005
213-380-0303 (W)

T.K. Vodrey '52
c/o Tom Bergin's Tavern
840 South Fairfax Avenue,
90036-4421
310-275-5529 (H)
323-936-7151 (W)

Mountain View

Alice Cathcart '93
Intuit
2500 Garcia Avenue,
94043
650-944-3004 (W)

Pasadena

Robert J. Cathcart '64
677 LaLoma Road, 91105
626-441-2916 (H)
213-955-5552 (W)

F. Jack Liebau Jr. '81
225 South Lake Avenue #400,
91101
626-304-9222 (W)

Pomona

Johnson B. Lightfoote, M.D.
'69
Pomona Valley Hospital
Medical Center
1798 North Garey Avenue
626-339-7755 (H)
909-865-9583 (W)

Redwood Shores

Daniel Ahn '86
Woodside Fund
350 Marine Parkway,
Suite 300, 94065
650-610-8050, ext. 13 (W)

San Diego

Robert Allenby '83
3111 Kingsley Street, 92106
619-223-7229 (H)
619-595-1209 (W)

San Francisco

DeWitt K. Burnham Jr. '74
2612 Scott Street, 94123
415-921-2230 (H)

Nathaniel M. Cartmell III '69
Pillsbury Winthrop
P.O. Box 7880, 94120
510-848-2999 (H)
415-983-1570 (W)

Harrison Chang '80
L.F. International, Inc.
360 Post Street, Suite 705,
94108
415-399-0110 (W)

Kiersten Todt Coon '90
25A Homestead Street,
94114
415-642-1100 (W)
415-641-4566 (H)

Stacy Metcalf '90
Hamlin School
2120 Broadway, 94115
415-674-5477 (W)

Samuel R. Miller '66
Folger, Levin & Kahn
Embarcadero Center West
275 Battery Street,
23rd Floor, 94111
415-986-2800 (W)

San Marino

Patrick A. Cathcart '64
2657 Oak Knoll Avenue,
91108
626-458-9515 (H)

Santa Barbara

W. Wright Watling '68
1705 Franceschi Road, 93103
805-965-3929 (H)
805-899-0010 (W)

Santa Monica

Brewster MacWilliams '77
836 Yale Street, 90403
310-829-3032 (H)
323-856-9200 (W)

Stanford

Patrick Mang '94
Laboratory for Advanced
Materials
476 Lomita Mall, 94305-4045
650-724-4697 (W)

Venice

Andrew Bakalar '82
1097 Nowita Place, 90291
310-392-0503 (H)

COLORADO

Englewood

William R. Rapson '63
4480 South Lafayette Street,
80110
303-789-4424 (H)
303-376-4466 (W)

Lakewood

Merrimon Crawford '78
3351 South Field #137,
80227
303-986-6379 (H)
E-mail:
ab0mv@ix.netcom.com

CONNECTICUT

Darien

Peter Hawkins '69
P.O. Box 2386
14 Beach Drive, 06820
203-655-3271 (H)
203-655-1023 (W)

Greenwich

Andy LeSueur '84
Nina LeSueur '84
52 Crown Lane, 06831
203-629-8870 (H)

Walter Granruth III '74
283 Round Hill Road, 06831
203-869-1297 (H)

New Canaan

Stuart Sawabini '73
163 Oenoke Lane, 06840
203-966-9484 (H)

Weston

Lynn P. Langlois '62
9 Tower Drive, 06883
203-222-0234 (H)

Westport

Elizabeth Close '78
2 Bayberry Lane, 06880
203-255-3252 (H)

DELAWARE

Hockessin

Jo Jayne S. Soule '70
765 Auburn Mill Road,
19707
302-239-9236 (H)

DISTRICT OF COLUMBIA

Washington

Douglas O. Adler '70
2905 32nd Street NW,
20008
202-565-3447 (W)
202-625-7744 (H)

Stephen R. Kroll '64
4718 Upton Street NW,
20016
202-364-8173 (H)
202-224-0363 (W)

Richard Shin '97
LECG
1725 Eye Street NW,
Suite 800, 20006
703-242-7576 (H)
202-466-4422 (W)

FLORIDA

Coral Gables

David Duckenfield '84
3618 Riviera, 33134
305-529-4464 (W)

Jacksonville

John T. Rogerson III '73
1301 Riverplace Boulevard,
Suite 1700, 33207
904-247-7851 (H)
904-355-1700 (W)

Fort Lauderdale

Paul Huck '84
Office of the Attorney General
110 SE 6th Street,
10th Floor, 33301
954-712-4670 (W)

Naples

Kenneth D. Krier '68
1840 Whispering Pine Way,
34103-2480
239-262-8311 (W)

John Richards II
(faculty emeritus)
4260 Inca Dove Court, 34119
239-514-0787 (H)

Sewall's Point

Sheri J. Caplan '83
10 East High Point Road,
34996
772-463-7081 (W)

Tallahassee

Peter H. Williams '70
3070 Shamrock North, 32309
850-893-3342 (H)
850-414-3472 (W)

West Palm Beach

John B. Murray Jr. '84
Steel Hector & Davis LLP
1900 Phillips Point West,
777 South Flagler Drive,
33401
561-650-7213 (W)

GEORGIA

Atlanta

Wayne Elowe '82
Alston & Bird
One Atlantic Center,
1201 West Peachtree Street,
30309
404-881-7672 (W)

Dalton

Denis P. Donegan '52
514 Loveman Lane, 30720
800-597-8447 (H)

Marietta

James Tilghman '89
2094 Saddle Ridge Lane,
30062
678-560-0583 (H)
706-624-4673 (W)

Rome

Denis P. Donegan '52
514 Loveman Lane,
Dalton GA 30720
800-597-8447 (H)

HAWAII

Honolulu

Francis T. O'Brien '61
820 Mililani Street #701,
96813
808-543-1810 (W)
808-528-3317 (H)

Thomas L. Stirling '59
Stirling & Kleintop
1100 Alakea Street,
20th Floor, 96813-2833
808-524-5183 (W)
808-383-2085 (H)

ILLINOIS

Chicago

Julie O'Donnell Allen '76
Sidley Austin Brown & Wood
10 South Dearborn,
Bank One Plaza, 60603
312-853-7441 (W)

Tony Armour '74
1726 North Clybourn,
60614
312-266-1662 (W)

Warren von C. Baker '66
Gardner, Carton & Douglas
191 Wacker Drive,
Suite 3700, 60606
733-327-2230 (H)
312-569-1350 (W)

Lynn S. Ellner, M.D. '83
850 North Dewitt Place,
#21K, 60611
312-274-9644 (H)
312-759-1855 (W)

Alyssa Sullivan Volker '91
5460 South Woodlawn
Avenue, Apt. 1E, 60615
733-643-5573 (H)
733-834-3566 (W)

Evanston

Arthur Winter '73
Winter & Associates
1800 Sherman Avenue,
Suite 100, 60201-3785
847-492-5400 (W)

Naperville

John T. Lansing '62
1508 Riparian Drive,
60565
630-245-7754 (W)
630-416-1897 (H)

Springfield

John and Ida Noll '66
1190 Williams Boulevard,
62704
217-787-7317 (H)
217-544-8441 (W)

INDIANA

Evansville

H. Dan Adams, M.D. '57
P.O. Box 4792, 47724
812-425-4220 (H)

Indianapolis

Ann M. Stack '59
4131 North Meridian Street,
46208-4014
317-283-6871 (H)

IOWA

Cedar Rapids

Richard W. Stewart '69
855 Camburn Court SE,
52403
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Des Moines

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510-293-8330 ext. 5436 (W)

Palm Desert

Peter and Robin St. Louis
Andrew '05
76952 Sheffield Court, 92211
760-345-2301

Pasadena

Karle and Rick Dickerson
Brandon '00, Devon '04
575 Prospect Boulevard, 91103
626-793-8736

Michael and Rhea Wooten
Jason '97
587 Prospect Boulevard, 91103
626-792-7269 (H)
562-406-4600 (W)

Pleasanton

Patrick McGarry
Natalie '05
3768 Getrysburg Court North, 94588
925-461-2324

Rancho Santa Fe

Mr. and Mrs. George Bartlett
Anne '98, Kate '00
16650 Las Cuestas
Mail to: P.O. Box 1948, 92067
858-756-7686

Bonnie Charat
Jennifer '93
P.O. Box 850, 92067
858-756-0222

San Francisco

Michael and Mary Ann Milias
St. Peter
Mitchell '02
2645 Scott Street, 94123
415-922-4466 (H)
415-273-7678 (W)

Santa Monica

Harvey and Judy Barnett
Ben '96
358 21st Place, 90402
310-394-8760

COLORADO

Colorado Springs

James and Anita Elder
James '07
6 Third Street, 80906
719-634-8075

Denver

Mr. and Mrs. George P. Caulkins Jr.
George '83, John '84, Mary '87, Max '90
435 Westwood Drive, 80206
303-333-4483

Golden

Roger and Mary Anne Newell
Andrea '89, Heidi '92
1781 Larkspur Drive, 80401
303-526-9158

Vail

Deborah Webster
Andrew '94, Lindsey '97
1825 Sunburst Drive, 81657
970-476-4500

CONNECTICUT

Cos Cob

Cynthia and Woody Canaday
Miles '05
300 Cognewaugh Road, 06807
203-869-9538

Darien

Mr. and Mrs. Jamie Irvine
Alicia '90, Katie Stewart '97
19 Salisbury Road, 06820
203-655-6265

Newtown

William '78 and Moira Rodgers
Amelia Stoj '98
208 Hattertown Road, 06470
203-426-1941 (H)
203-270-8879 (W)

New Haven

Mr. and Mrs. George Priest
Claire '89, Nick '92, Juliana '97
350 Livingston Street, 06511
203-624-8331

Noank

Elissa L. Wright
Elizabeth Hemond '99
51 Pearl Street, 06340
860-536-1813

Westport

Joe and Lisa Purcell
Katherine '05
91 Long Lots Road, 06880
203-226-9552 (H)
212-622-8444 (W)

DELAWARE

Hockessin

Padma and Mani Subramanian
Guhan '88, Yamini '93
11 Crimson Drive, 19707
302-239-6544

Wilmington

Jane Thomas Smith and
John M. Bloxom IV
Sarah Smith '02
1307 Woodlawn Avenue, 19806-2445
302-655-5006

DISTRICT OF COLUMBIA

Washington

Kyung Hee Kim and Robert Finnegan
Elizabeth '06
4525 Salem Lane NW, 20007
202-333-3300

FLORIDA

Key West

Mrs. Ellen F. Boynton
John Jr. '97
P.O. Box 1519, 33041
305-296-1201

North Palm Beach

John and Barbara Thomas
Brenner '98
1938 Portage Landing North, 33408
561-622-9287

Winter Park

Joanne Kindlund
Darien '98
280 Stirling Avenue, 32789
407-628-4211 (H)
407-908-4022 (W)

GEORGIA

Alpharetta

Vikki Oliphant
Thomas '03
3000 Big Creek Court, 30005
770-664-7423

Athens

Mark and Helen Costantino
John '99
100 Tallassee Farms Drive, 30606
706-353-7553

Buford

Kwesi and Latrisa DeGraft-Hanson
Kojo '05
4773 Pebble Trace, 30518
770-945-4513 (H)
770-882-2881 (W)

Greensboro

Petrus and Mirjam VanStekelenburg
Victoria '05
1101 Neils Fort, 30642
706-467-3434

HAWAII

Honolulu

James and Kathryn Bartz
Kevin '02
279 Aikane Place, 96734
808-254-6297

Kevin and Edith Loh
Jeffrey '99
1815 Kumakani Place, 96821
808-373-9792

ILLINOIS

Chicago

Dr. Rowland W. Chang and
Deborah Sobol
Benjamin '02, Sarah '05
1301 West Arthur Avenue,
60626
773-973-3559

Patricia and Bill Hunckler
Katherine '05
546 West Hawthorne Place,
60657
773-477-1555

Meryl Papanek
Julie Anne '01
233 West Concord Lane,
60614
312-494-9931

Shari and Jon Vegosen
Jared '00
232 East Walton Place, 60611
312-649-5628

Hinsdale

Dr. and Mrs. Walter Jay
Allison '98, Hilary '02
309 West Maple Street,
60521
630-986-5042

Kenilworth

David and Connie Coolidge
David '97
323 Kenilworth Avenue,
60043
847-256-7426

Naperville

Roshan and Inda Goel
Anjali '96, Arika '99
8 South 326 Palomino Drive,
60540
630-416-0522

Woodridge

Ginger Todd-Johnson
Elizabeth '97
2119 Wheeler Road, 60517
630-969-0250

INDIANA

Terre Haute

Paras and Roopam Harshawat
Ish '98
6727 East Manor Drive,
47802
812-299-1414

Warsaw

Kurt and Rebecca Carlson
Greysen '03
520 East Lakewood Drive
West, 46580
219-268-2982

IOWA

Johnston

Joe '67 and Lynn O'Hern
Julia '01, Erin '03, Joseph '07
6085 Greywood Circle,
50131
515-278-5752

KANSAS

Topeka

Michael Kaye
Noah '98
626 Southwest Morningside
Road, 66606
785-271-5692

MAINE

Bethel

Wendy and Richard Penley
Colin '01
P.O. Box 936, 04217
207-824-3198

Portland

Kathryn and Tom Ainsworth
Kaitlin '03
12 Garrison Street, 04102
207-772-4174

MARYLAND

Baltimore

Martha Beattie
Sam '03, Nell '05, Sarah '06
333 West Camden Street,
21201-2435
603-359-5544 (Cell)

Ellicott City

Kathleen and Peter Clay
Thatcher '04
10315 Tower Hill Court,
21042
410-465-8902

Salisbury

John and Betsy Nason
Margot '97
215 North Clairmont Drive,
21801
410-860-2096

MASSACHUSETTS

Andover

Dr. Stanley Bedell
Mark '79, Chris '81, Brian '83,
Andy '92
9 Hemlock Road, 01810
978-475-6341

Matthew and Karen Gold
Ariel '04
5 Possum Hollow Road,
01810
978-688-1554

Stephen and Alice Tung
Michael '93, Christina '95,
Elizabeth '00
8 Sparta Way, 01810
978-470-0427

Boston

Joanna McGee
Edward Vaccola '99
142 Chestnut Street, 02108
617-720-5005

Boxford

Kathi and Chris Duble
Tobey '06
41 A Washington Street, 01921
978-352-8846

Cambridge

Ben and Barbara Friedman
John '98
71 Sparks Street, 02138
617-497-4324

Chelmsford

Gina Lynch
Christopher '04
78 Robin Hill Road, 01824
978-250-9875

Concord

Tak and Kathy Takvorian
Sam '02, Kate '03, Sarah '06
207 Musketaquid Road, 01742-1611
978-371-1092

Hingham

Alexander and Sunny Macmillan
Kate '00
570 Main Street, 02043
781-749-0612

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Marc '93, Kim '95, Allison '95
28 Heritage Lane, 01940
781-334-5273

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Robin Read
Marion '01
40 1/2 Oakland Street, 01951
978-465-3634

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Barbara and Peter Sargent
Christine '06
33 Avondale Road, 02459
617-332-0961

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Mr. and Mrs. Jeremy Hall
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102 Bradford Street, 01845
978-685-0895

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Diane Grace
Whitney '98, Tyler '00
184 Essex Street, 01982
978-468-5136

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Mr. and Mrs. Wanzie Davis
Heather '00
16814 Normandy Street, 48221
313-862-9114

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Sunfish Lake

Thomas and Mary Ann Okner
Paul '97
12 Sunfish Lane, 55118-4721
612-457-5600

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Rhiannon '04
P.O. Box 513, 59047
406-222-8157

Jeanne DeHart
Katerina '04
220 West Front Street, 59047-1924
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21045 Timber Lane, 68022
402-289-3553

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Rajeev '06
9909 Aspen Knoll Court, 89117
702-363-6563

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Charlie and Sandy Blitzer
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61 Canney Road, 03824-3229
603-868-1588

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55 Irene Drive, 03049
603-465-2151

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18 Indian Rock Road, 03063
603-889-4442

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16 Berkeley Road, 07041
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Allegra '04
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25 Madison Terrace, 07078
973-376-4615

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Larry '97
81 Woodland Avenue, 07901
908-277-4371

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Ralph and Margaret Turro
Stephen '04
6 Southfield Drive, 07461
973-875-7326

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Bronx

Victoria L. Gbarayor
Hope '05
1730 Montgomery Avenue 5B, 10453
718-901-5112

Brooklyn

Ethel L. Gittens
Michelle '99
155 Lefferts Avenue, 11225
718-284-2798

Brookville

Mr. and Mrs. Alexander Smith
Katie '98
58 Wheatley Road, 11545
516-626-1922

East Elmhurst

Mrs. Dorette Saunders
Bryan '99
25-36 Humphreys Street, 11369
718-672-7660

Far Rockaway

Betty A. Leon
Tricia Taitt '96
23-28 Camp Road, 11691
718-868-4632

Glen Head

Denise Sutherland
Conor '06
P.O. Box 154, High Farms Road, 11545
516-671-1973

Hastings-on-Hudson

Lindsay and Frank duPont
Samuel '04, Rosie '06
8 Nichols Drive, 10706
914-478-7818

Honeoye Falls

Savita and Raman Quazi
Rob '97
363 Lanning Road, 14472
716-624-1849

Locust Valley

Mrs. Katherine R. Jollon
Alfred '90, Jeff '92,
Laurence '94, Katherine '96
P.O. Box 101, 11560
516-671-0888

Mt. Kisco

Mr. and Mrs. Joel Danziger
Sarah '96
80 Meeting House Road, 10549
914-666-7341

New York City

Mr. and Mrs. Alexander Bing
Cynthia '91, Abigail '93
1148 Fifth Avenue, 10128
212-369-6669

Maggie and Bill Constantine
Claire '01, Robert '06
112 East 74th Street, 10021
212-861-9572

Lois and Chris Herzeca
Jane '05
7 West 81st Street, Apt. 3A, 10024
212-874-7022

Bea Martinez-Mota
Lissette Duran '05
68-76 Thayer Street 2H, 10040
212-942-4771

Kitty and Stephen Sherrill
Stephen '05
765 Park Avenue, Apt. 4B, 10021
212-737-0375

Hunt and Kathy Whitbeck
Caroline '97
53 East 66th Street, 10021
212-472-0990

South Salem

Larry and Lori Seegers
Jesse '05
23 Wakeman Road, 10590
914-533-6799

NORTH CAROLINA

Greensboro

Fred and Mary Lind
Mary Laura '98, Caroline '02
1915 Rosecrest Drive, 27408-6215
336-282-1491

High Point

Hilmar and Jutta Bott
Simone '94
208 Canterbury Road, 27262-8301
336-886-7633

OHIO

Canton

Theodore and Coretta DeWitt
Teddy '97
336 Rice Avenue NE, 44704
330-455-0806

Cleveland

Bruce G. Hearey '68
Leif Dormsjo '93
925 Euclid Avenue, 44115
216-696-4700

OREGON

Portland

Brooke Webster '76
Merit '06
3965 NW Teakwood Place
97229
503-531-8715

PENNSYLVANIA

Ellwood City

Wendy H. Barensfeld
Sarah '95, Mary '97, Anna '02
P.O. Box 889, 16117
724-846-1702

Gettysburg

Dr. Robert and Alida Kalas
Michelle '97, Amy '01
115 East Lincoln Avenue, 17325
717-334-6386 (H)
301-447-5375 (W)

Philadelphia

Robert and Gwen Asbury
Gant '91, Bret '96
8200 Henry Avenue,
Apt. F-27, 19128
215-487-1535

Tibor and Cory de Cholnoky
Eric '99
2327 Spruce Street, 19103
215-735-4366 (H)
215-854-0800 (W)

RHODE ISLAND

Slatersville

Carl and Erica Warrington
Christian '97
109 North Main Street,
P.O. Box 712, 02876
401-766-5584 (H)
401-231-2100 (W)

SOUTH CAROLINA

Aiken

Dr. and Mrs. L. Peter Voegele
Claire '07
438 Grace Avenue SE, 29801
803-649-2946

Beaufort

Dr. Paul Brewer and Dr. Christine Chiaviello
Cage '06, Robert '07
2823 Broome Lane, 29902
843-524-1556

TEXAS

Bulverde

Camilla Ritchey and Roy Adell
Leila '05
1410 Obst Road, 78163
830-980-8212

El Paso

Hector M. Raynal '72
Andrea '03
7101 North Mesa, Suite 530, 79912
915-449-5697

Houston

Ginny Martin
Amy O'Neal '91
5001 Lamont #4, 77092
713-688-2419 (H)
713-527-4021 (W)

The Woodlands

Dennis and Kristin Ryan
Paige '02
6 Wistful Vista, 77382
409-321-6305

VERMONT

Northfield

Frank and Diane Vanecek
Jennifer '04
687 Dole Hill, 05663
802-485-8022

VIRGINIA

Richmond

Dr. and Mrs. Keir Sterling
Ted '93
7104 Wheeler Road, 23229
804-285-8354

WASHINGTON

Bainbridge Island

Mari and Dick King
Mackenzie '05, Abigail '07
1884 Beans Bight Road NE, 98110
206-842-1885

Vashon Island

Rodger and Helen Phillips
Lauren '99
9705 SW Dolphin Point Road, 98070
206-567-4655

WISCONSIN

Prairie Farm

Steven and Kate Hearth
Layla '92
244 7th Street, 54762
715-455-1629

PARENT NETWORK IN FOREIGN COUNTRIES

CANADA

Montreal, Quebec

Juanita Durana
Pablo '02
466 Strathcona Avenue, H3Y 2X1
514-938-0311

Vancouver, British Columbia

Steven and Jaymie Ho
Anna '06
5590 Kingston Road, V6T 1J1
604-266-8306

DOMINICAN REPUBLIC

Santo Domingo

Manuel and Margarita Tavares
Juan '97
Pedro Henriquez Urena 103
P.O. Box 146-2
809-541-0014

ECUADOR

Quito

Arnold and Alida Chacon
Helen '05
U.S. Department of State
APO AA 34039
593-2-225-2217 (H)
593-2-256-2890 (W)

ENGLAND

Woodstock

Robert and Susan Mathewson
Robert '94, John '95
16 High Street, OX20 1TF
44-01-993-813021

GERMANY

Murnau

Linda Ewald
Rebecca '95
Maria-Antonien-Weg 7, 82418
49-8841-4362

HONG KONG

Fatima and Andrew Ng
Karen '98
12 Cooper Road
Jardine's Lookout
852-2890-6173

Mr. and Mrs. Ashok Kothari
Neil '97
C2-14 Villa Monte Rosa
41 A Stubbs Road
852-2574-4483

INDONESIA

Jakarta

Catherine Jap
Carmen '95, Bennett '98
Jalan Mangga Besar 1VE/16
62-21-6293085

JAMAICA

Kingston

Ms. Angela Templer
Alexis Beckford '00
2A Bamboo Avenue,
6 Bamboo Court, Kingston 6
876-977-2355

JAPAN

Tokyo

Akira and Pamela Mori
Ken '98
8-2-19 Akasaka
Minato-Ku, 107
03-3405-9870

MEXICO

Juarez

Hector M. Raynal '72
Andrea '03
7101 North Mesa, Suite 530
El Paso, TX 79912
915-449-5697

NETHERLANDS

Hilversum

Mr. and Mrs. John Smiljanic
J.R. '92
Zonnelaan 2-G
1217 NG Hilversum
31-35-622-0391

U.S. VIRGIN ISLANDS

St. Thomas

Dr. and Mrs. Peter Curreri
Alexis '95
P.O. Box 6047, 00804-6047
809-775-5519 (H)

NAVY
NYPD
NEW YORK CITY
POLICE DEPT

PHILLIPS
CADEMY
ANDOVER
Est. 1778
HONK IF
You L
ANDO
HONK

COLLEGE MATRICULATIONS FOR THE CLASS OF 2002

College	Admitted	Matriculated
American U	9	1
Amherst	1	1
Babson	4	1
Bard	2	2
Bates	10	2
Berklee College of Music	1	1
Boston College	27	5
Boston U	28	1
Brandeis	3	2
Brown	15	8
U Cal/LA	6	1
U Cal/Santa Cruz	6	2
Carleton	3	1
Carnegie Mellon	21	7
U Chicago	22	10
Clarkson	1	1
Colby	9	3
Colgate	2	2
Colorado College	10	3
U Colorado	12	4
Columbia	15	8
Connecticut College	4	1
U Connecticut	2	1
Cornell	25	17
Dartmouth	16	8
Duke	14	7
Emory	10	2
Fairfield	4	1
Fordham	4	1
George Washington	16	8
Georgetown	33	15
Georgia Tech	2	1
Hamilton	3	1
Harvard	19	11
Haverford	1	1
U Hawaii/Manoa	1	1
Hobart/William Smith	4	1
Holy Cross	3	3
U Iowa	1	1
Johns Hopkins	20	3
Kenyon	4	1
Lake Forest	4	2
Lehigh	8	1
U Maryland	1	1
Marymount Manhattan	1	1
MIT	6	5
U Massachusetts/Amherst	18	1
McGill	13	5
Merrimack	1	1
U Miami	9	2
U Michigan	17	1
Middlebury	6	1
Morehouse	1	1
Mount Holyoke	2	2
U New Hampshire	2	1
New York U	8	2
U North Carolina/CH	5	2
Northwestern	17	7
Oberlin	5	3
Ohio Wesleyan	3	1
U Oxford/England	1	1
Penn State	9	3
U Pennsylvania	15	8
Princeton	10	9
Queens/Canada	1	1
Rensselaer Polytech	4	2
Rhode Island Sch Des	1	1
U Richmond	5	1
U Rochester	4	1
Rollins	3	1
Royal Military Col/Canada	1	1
Saint Joseph's/PA	2	1
Scripps	8	2
Skidmore	10	3
Smith	3	2
U Southern California	13	2
Stanford	12	7
Swarthmore	4	2
Syracuse	9	1
Temple	1	1
U Texas/Austin	6	1
Trinity Col/CT	11	1
Tufts	22	7
Tulane	17	3
Union	4	2
US Air Force Academy	2	1
US Naval Academy	1	1
Vanderbilt	11	1
Vassar	8	1
U Virginia	13	3
Washington U/St. Louis	8	2
U Waterloo	1	1
Wellesley	6	1
Wesleyan	13	5
Wheaton/Ill	1	1
William & Mary	3	2
Williams	3	1
Yale	18	17

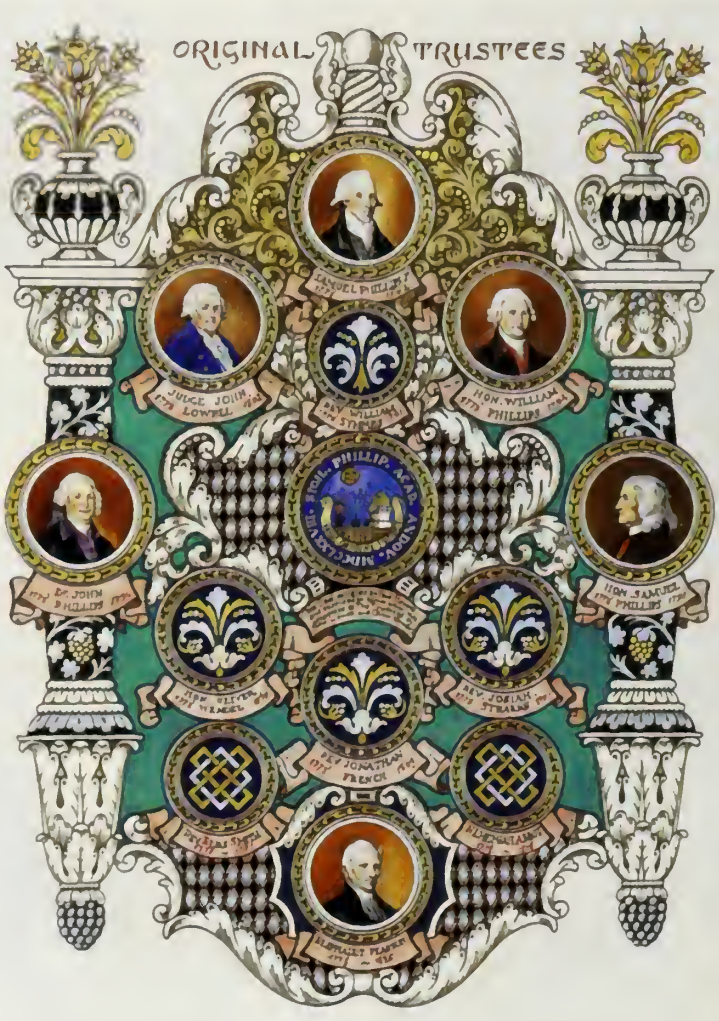
2002-2003 STATISTICAL INFORMATION: GEOGRAPHIC DISTRIBUTION

Alabama	1
Alaska	2
Arizona	1
California	61
Colorado	3
Connecticut	37
Delaware	2
District of Columbia	4
Florida	17
Georgia	16
Hawaii	2
Illinois	39
Indiana	4
Iowa	1
Kansas	3
Kentucky	2
Maine	11
Maryland	12
Massachusetts	470
Michigan	8
Minnesota	2
Missouri	3
Montana	3
Nebraska	2
Nevada	1
New Hampshire	34
New Jersey	31
New Mexico	1
New York	109
North Carolina	11
Ohio	6
Oklahoma	1
Oregon	5
Pennsylvania	12
Rhode Island	5
South Carolina	7
Tennessee	5
Texas	20
Utah	2
Vermont	7
Virginia	12
Washington	10
West Virginia	3
Wisconsin	6
Total U.S.	997

Based on place of current residence, not citizenship.

Brazil	2
Canada	7
Dominican Republic	1
England	1
France	4
Germany	2
Hong Kong	15
India	1
Indonesia	4
Italy	1
Jamaica	2
Japan	5
Kazakhstan	3
Korea	9
Lithuania	1
Malaysia	1
Mexico	1
The Netherlands	1
Philippines	1
Poland	1
People's Rep. of China	2
Saudi Arabia	4
Singapore	1
Spain	1
Switzerland	1
Taiwan	4
Thailand	3
Turkey	1
Venezuela	1
Yugoslavia	1
Total International	82
Total U.S.	997
School Total	1,079

Seniors	310
Uppers	282
Lowers	278
Juniors	209
	1,079
Total Boarding Students	788
Total Day Students	291
Total	1,079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Washington, D.C.

Nor think the difference mighty as it seems
Between life's morning and its evening dreams;
Fourscore, like twenty, has its tasks and toys;
In earth's wide schoolhouse all are girls and boys.

From *The School-Boy*
by Oliver Wendell Holmes

Selected Administrators

2003-04 Academic Year

Office of the Head Of School

Barbara Landis Chase
Head of School
A.B., M.L.A.

Rebecca M. Sykes
Associate Head of School
A.B., M.S.W.

Office of the Dean of Faculty

Stephen D. Carter
Dean of Faculty
Sc.B., M.A.L.S.

Office of the Dean of Studies

Vincent B.J. Avery
Dean of Studies
S.T.L., S.T.D.

Herbert Harry Morton III
Registrar
A.B.

Corbin F. Lang
Associate Dean of Studies
Scheduling Officer
B.S., M.S.

Office of the Dean of Students and Residential Life

Marlys A. Edwards
Dean of Students and Residential Life
B.A., M.A.

Priscilla K. Bonney-Smith
Associate Dean of Students and Residential Life
B.A., M.A.T., M.A.

Albert R. Cauz
Abbot Cluster Dean
B.A., M.A.

Paul Daniel Murphy
Flagstaff Cluster Dean
B.A., M.S.T.

Linda C. Griffith
Pine Knoll Cluster Dean
B.A., M.Ed.

Kathryn A. Birecki
West Quadrangle
North Cluster Dean
B.S.

Peter D. Washburn
West Quadrangle
South Cluster Dean
B.A.

Business Office

Neil H. Cullen
Chief Financial Officer
B.A., M.A., Ph.D.

Office of Admission and Financial Aid

Jane Foley Fried
Dean of Admission
A.B., M.A.

James F. Ventre
Director of Financial Aid and Admission Operations
A.B.

Deborah B. Murphy
Senior Associate Dean of Admission
B.A., Ed.M.

Stephen W. Carr
Admission Counselor
B.A.

Elisa M. Joel
Associate Dean of Admission
Assistant Director of Financial Aid
B.A.

Vivien Valenzuela Mallick
Assistant Dean of Admission
B.A.

Susan A. Mantilla
Assistant Dean of Admission/ Coordinator of Students of Color Recruitment
B.A.

Marten J. Wennik
Associate Dean of Admission
B.A.

Office of Academy Resources

Peter R. Ramsey
Secretary of the Academy
B.A.

Christine Atwood
Director of Development
B.S., M.S.

Sharon A. Britton
Director of Communications
B.A., M.A.

Patricia A. Diodati
Director of Information Services

Michael Joseph Ebner
Protestant Chaplain
Director of Alumni Affairs
B.A.

Ann C. Harris
Director of Class, Reunion and Parent Giving
B.A., M.B.A.

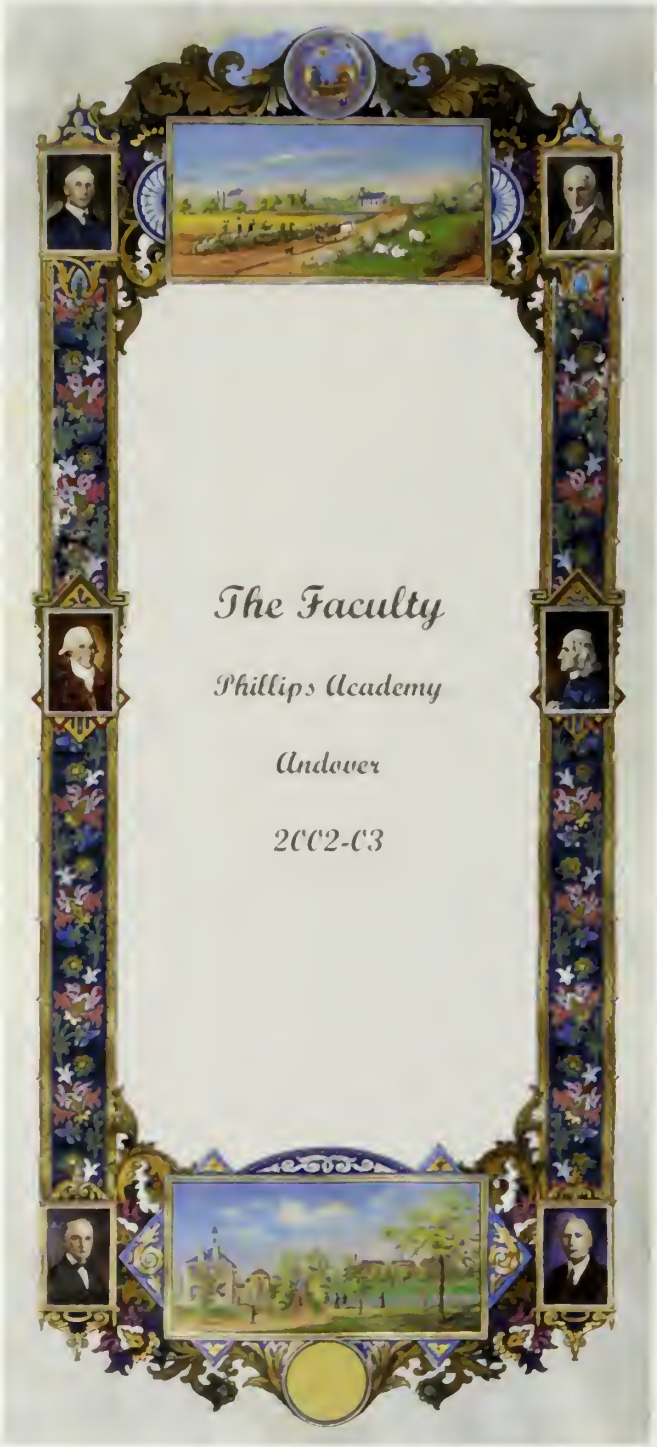
Office of Community and Multicultural Development

Robert A. Edwards
Dean of Community and Multicultural Development
B.A.

Athletic Department

Martha Gourdeau Fenton
Director of Athletics
B.A., M.M.S.

Kathryn A. Dolan
Assistant Athletic Director
B.S., M.Ed.



The Faculty

Phillips Academy

Andover

2002-03

ANDOVER FACULTY

2002-03 Academic Year

The date following the name indicates the year the person joined the Andover faculty.

TRACY ELIZABETH AINSWORTH 2002
Instructor in History & Social Science
B.A. Princeton University
M.A. University of Colorado

JORGE S. ALLEN 2000
Instructor in Spanish
Adviser for Af-Lat-Am & African-American & Latino Students
B.A. Centro de Estudios Universitarios; M.A. Purdue University

YASMINE BELL ALLEN 2000
Instructor in Spanish
B.A. DePauw University; M.A. Purdue University

MAX CHARLES ALOVISETTI 1986
Associate Director of Psychological Services
Instructor in Psychology
B.A., M.S. City College of N.Y.; Ph.D. University of Rhode Island

JOHN WARREN ANDERSON 2002
Director of College Counseling
B.A. Colgate University
M.Ed. University of New Hampshire

ELIZABETH GRACE AUREDEN 1991
Chair of the Music Department
Co-director of the Teaching Fellow Program
Instructor in Music
B.M., M.M. Eastman School of Music

VINCENT BEDE JOHN AVERY 1976
Dean of Studies
Instructor in Philosophy and Religious Studies on the Independence Foundation Teaching Endowment No. 3
S.T.L. Gregorian University; S.T.D. Academia Alphonsiana, Rome

BRUCE WILSON BACON 1994
Chair of the Theatre & Dance Department
Instructor in Theatre & Dance
Technical Director
B.A. Amherst College; M.F.A. Yale School of Drama

LESLIE VERONICA BALLARD 1973
Instructor in Chemistry on the Emilie Belden Cochran Foundation
B.A. Sarah Lawrence College; M.A.T. Harvard University

SETH BURTON BARDO 1981
Instructor in English on the Walter Scott Leeds Teaching Foundation
B.A. Yale; M.A.T. Harvard

HOLLY A. BARNES 2000
Instructor in Music
B.M. Indiana University; M.M. University of Southern California; M.M. Boston University

ELIZABETH DOROTHY BARNUM 2002
Instructor in Philosophy and Religious Studies
B.A. University of New Hampshire

DONALD THOMPSON BARRY 1980
Instructor in Mathematics
B.A. Carleton College; M.Div. Yale Divinity School

ROXANNE SCOTT BARRY 1995
Complementary House Counselor
Academic Adviser
B.A. Carleton College; M.El.Ed. Goucher College

MARTHA JOHNSON BEATTIE 2002
Instructor in Mathematics
A.B. Dartmouth College

CLYFE GORDON BECKWITH 1992
Chair of Physics Department
Instructor in Physics
B.A. Dartmouth College; M.S., Ph.D. Boston College

LOUIS MICHAEL BERNIERI 1977
Instructor in English
Director of Andover Bread Loaf
A.B. Harvard University; M.A. Middlebury College

CARL WALKER BEWIG 1986
Associate Director of College Counseling
B.A. Oberlin College; M.A.Ed. Washington University (St. Louis)

KATHRYN A. BIRECKI 1984
Athletic Trainer
Dean of West Quad
North Cluster
B.S. Central Connecticut State University

RALPH CORNELIUS BLEDSOE 2002
Director of Summer Session
Instructor in Chemistry
B.S. University of Southern California; M.Ed. University of Massachusetts/Amherst

PAMELA MARIE BOEHM 2000
Instructor in History and Social Science
B.A. Bowling Green State University; M.A. State University of New York/Albany

Priscilla Kent Bonney Smith 1974
Associate Dean of Students and Residential Life
Psychological Counselor
Instructor in Life Issues
on the Class of 1915/Garrigues Teaching Foundation
A.B. Bates College; M.A.T. Brown University; M.A. Lesley College

Teruyo Shimazu Bourne 1999
Instructor in Japanese
B.A. Seinan Gakuin University; Ed.M. University of North Carolina

Gail Chandler Bowman 2001
Instructor in Art/Architecture
B.A. Tufts University M.A. Arch., M.I.T.

Carole Braverman 1979
Instructor in English
B.A. Brooklyn College; M.A. Purdue University

Mark Anthony Broomfield 2001
Instructor in Dance
B.A. SUNY/Geneseo, M.F.A. University of Michigan

Suzanne Elizabeth Buckwalter 2001
Instructor in Mathematics
B.A. University of Northern Iowa, M.S. Northwestern University

David Andrew Callum 2002
Instructor in Chemistry
B.A. Boston University M.A.T. Simmons College

Belinda Ann Canavan 1996
Instructor in Athletics
House Counselor
B.S. Plymouth State College

Kevin Francis Cardozo 1992
Instructor in Chemistry
B.A. Haverford College

Deborah Lynn Carlisle 1992
(on sabbatical)
Instructor in Chemistry
B.S., M.S. University of New Hampshire

Stephen Wentworth Carr Jr. 2002
Admission Counselor
B.A. Amherst College

Catherine Jane Carter
Instructor in Classics
Assistant Director, International Academic Partnership
B.A. Grinnell College; J.D. University of California/ Berkeley

Stephen Douglas Carter 1980
Dean of Faculty on the Edward F. Elson Foundation
Acting Assistant Head of School
(Fall and Winter Terms)
Co-Director of the Teaching Fellow Program
Instructor in Mathematics
Sc.B. Brown University; M.A.L.S. Wesleyan University

Maria Anni Catalfio 2000
Roman Catholic Chaplain on the Philip M. Drake Catholic Ministry Foundation
B.A. Catholic University of America; M.A. University of Notre Dame; M.T.S. Weston Jesuit School of Theology

Albert Roman Cauz 1994
Dean of Abbot Cluster
Instructor in Spanish
B.A. Boston College; M.A. Middlebury College

Paul Davis Cernota 1999
Instructor in Chemistry
Adviser for Gay, Lesbian & Bisexual Issues
A.B. Princeton, Ph.D. University of California

Barbara Landis Chase 1994
Head of School on the Foundation in Honor of John P. Stevens Jr.
Instructor in History & Social Science
(sabbatical, sept.–march)
A.B. Brown University; M.L.A. Johns Hopkins University

Peter Michael Cirelli 1994
Instructor in Music
B.M. New England Conservatory of Music

Nikki Rochelle Cleare 1994
Instructor in Mathematics
B.S. Loma Linda University; M.A. University of Montana

Andrew James Cline 1979
Instructor in Mathematics
B.A. College of Wooster; M.A.L.S. Wesleyan University

Thomas Edward Cone III 1966
Instructor in Biology on the Class of 1929 Teaching Foundation
Director of PALS Program
B.S. Trinity College; M.A.T. Brown University

Alexandra Marie Cornelius 1999
Director of the Institute for Recruitment of Teachers
B.A. Hunter College; M.A. Purdue University

Brian David Cox 1997
Head Trainer, Athletics
Instructor in Athletics
B.S. Northeastern University

Robert Lee Crawford 1971
Instructor in History and Social Science on the Class of 1946 Teaching Foundation
B.A. Northwestern University; S.T.B. The General Theological Seminary; M.A. University of Pennsylvania

Elaine Crivelli 1997
Chair of Art Department
Instructor in Art
B.A. West Chester University; M.F.A. University of Delaware

Neil H. Cullen 1986
Chief Financial Officer
B.A. University of Rochester; M.A. Cornell University; Ph.D. Michigan State University

H. Manning Curtis 1999
Co-House Counselor
BS., M.S., M.D. Tulane University

Margarita O'Bryne Curtis 1986
Head of the Division of World Languages on the David M. Underwood Teaching Foundation for the Chair of the Language Division
Instructor in Spanish
B.A. Tulane University; B.S. Mankato State University; M.A., Ph.D. Harvard University

Kathleen Mary Dalton 1980
Instructor in History and Social Science on the Cecil F.P. Bancroft Teaching Foundation
B.A. Mills College; M.A., Ph.D. Johns Hopkins University

Patricia Boyce Davison 2000
Director of the Academic Support Center
B.S. Fitchburg State College; M.Ed. Cambridge College

George Macnamara Dix 1972
Instructor in Spanish
A.B. Brown University; A.M. Middlebury College

Marcelle Anne Doheny 1992
Instructor in History and Social Science
B.A. University of York, U.K.; Postgraduate Certificate of Education, University of Oxford, U.K.

Kathryn Ann Dolan 1990
Assistant Director of Athletics
Instructor in Athletics
B.S. University of New Hampshire; M.Ed. Cambridge College

Jeffrey Charles Domina 1999
Instructor in English
A.B. Duke University; M.A. University of Virginia

Peter Lawrence Drench 1986
Instructor in History and Social Science on the Frederick S. Allis Jr. Instructorship in History
B.A. Cornell University; M.A. Tufts University

Kevin J. Driscoll 1997
Director of Student Activities
B.A. Saint Michael's College

John Roger Dugan Jr. 2001
Admission Counselor
Instructor in English
B.A. Trinity College

Michael Joseph Ebner 1995
Protestant Chaplain
Director of Alumni Affairs
B.A. Rollins College

Terry Joyce Ebner 1997
House Counselor
Academic Adviser
B.A. Rollins College

Marilys Ann Edwards 1990
Dean of Students and Residential Life
Instructor in English
B.A. Brooklyn College; M.A. Middlebury College

Robert Andrew Edwards 1986
Dean of Community and Multicultural Development
B.A. Howard University

Mark Edward Efinger 1993
Instructor in Theatre
(SABBATICAL)
B.A. Middlebury College; M.F.A. University of North Carolina

Ada Mei Fan 1983
Instructor in English on the Alfred Ernest Stearns Teaching Foundation
B.A. Harvard University; M.S. Boston University; M.A., Ph.D. University of Rochester

Susan C. Faxon 1986
Associate Director and Curator of Addison Gallery on the Robert M. Walker Foundation for Curator/Art Historian
B.A. Smith College; M.S. Columbia University Graduate School

Virginia Maureen Fay 1999
Associate Director of College Counseling
A.B., M.A. Duke University

Martha Gourdeau Fenton 1994
Director of Athletics on the John H. Castle Jr. Directorship of Athletics
Chair of Athletics Department
Instructor in Athletics
B.A. Bowdoin College; M.M.S. Lesley College

KELLY MARIE FLYNN 1994-95, 1997
Instructor in English
B.A. Harvard University; M.F.A. University of Iowa

EMMA L. FREY 2002
Instructor in History and Social Science
B.A. Franklin and Marshall College; M.A.L.S. Wesleyan University

JANE FOLEY FRIED 1991
Dean of Admission on the Joshua Lewis Miner III Deanship of Admission Foundation
Acting Assistant Head of School
(FALL AND WINTER TERMS)
B.A. Bowdoin College; M.A. Tufts University

SHAWN FULFORD 1989
Instructor in Mathematics on the Frances C. Robertson Bicentennial Instructorship
B.S. William and Mary; M.A. Duke University

MARY L. FULTON 1985
Instructor in English on the R. Allen Keyworth Teaching Foundation
B.A. Mount Holyoke College; M.A. University of Virginia; Ph.D. University of New Hampshire

MARIO GERARD GIORDANO 2002
Instructor in Spanish
B.A. Northeastern University; M.A. Middlebury College; M.S.Ed. University of Massachusetts Boston

EILEEN MARY GLOVER 1991
Instructor in Mathematics
B.A. Mount Holyoke College; M.Ed. Harvard University

LESLIE GODO-SOLO 2002
Associate Director of the Institute for Recruitment of Teachers
B.A. Cleveland State University; M.A. University of Rhode Island

LYDIA BUTLER GOLETZ 1980
Chair of Biology Department, Instructor in Biology on the A. Wells Peck Teaching Foundation
A.B. Radcliffe College; M.A.T. Johns Hopkins University

RICHARD BRUCE GORHAM 2000
House Counselor
B.A. University of Massachusetts; M.A. Middlebury

JOHN ALLEN GOULD 1982
Instructor in English
B.A. Williams College; M.A. Indiana University

CHAD ALLAN GREEN 1996
(ON LEAVE)
Director of Community Service
B.A. Lewis and Clark College

KATHRYN LUCIER GREEN 1994
Instructor in Mathematics
B.A. Boston University; M.S.T. University of New Hampshire

MARESSA STEPHANIE GRIECO 1999
Instructor in English
B.A. Wellesley College; M.A. University of New Hampshire

LINDA CARTER GRIFFITH 1990
(ON PARTIAL SABBATICAL)
Dean of Pine Knoll Cluster
Instructor in English
B.A. Vassar College; M.Ed. Cambridge College

MAXINE STEFANIA GROGAN 1989
Dean of Summer Session Admission
B.A. Merrimack College

THOMAS RICHARD GUDEN 2000
Instructor in Classics
B.A. Bowdoin College

CHRISTOPHER JUDE GURRY 1974
Instructor in History and Social Science on the Martha Cochran Foundation
A.B. Harvard College; M.A. Tufts University

JEREMIAH C. HAGER 2000
Visiting Scholar in Molecular Biology on the Visiting Scholar Chair
B.A. University of California/ Santa Cruz; Ph.D. Cornell University

THOMAS ROBERT HAMILTON 1969
(ON LEAVE SPRING TERM)
Instructor in Biology on the William M. Newman Teaching Foundation
B.S. Tusculum College; M.S. University of Pennsylvania; M.A.T. Brown University; Ph.D. Ball State University

YUAN HAN 1988
Chair of Chinese Department
Instructor in Chinese
B.A. Shanghai Foreign Language Institute; M.A., Ph.D. Ohio State University

FRANK LEE HANNAH 1968
Instructor in Mathematics on the Jonathan French Foundation
A.B., A.M. Dartmouth College

Margaret Lucille Harrigan 1992
Instructor in Art
B.F.A. Tufts University; M.F.A. University of Connecticut

Kevin Patrick Heelan 1983
Instructor in Theatre & Dance
B.A. St. Mary's College of Maryland; M.F.A. Smith College

Victor William Henningsen III 1974-79, 1985
Chair of Department of History and Social Science on the Class of 1945 Teaching Foundation
Instructor in History and Social Science
Director of Washington Intern Program
B.A. Yale; M.A. Stanford; Ed.M., Ed.D. Harvard University

Henry Lynn Herbst 1972
Chair of French Department
Instructor in French
A.B. Hamilton; A.M. University of Pennsylvania

Sally Champlin Herbst 1974
Instructor in French
A.B. Mount Holyoke College; M.A. Tufts University

Jennifer R. Heyne 2000
(on leave)
Instructor in History and Social Science
B.A. California State University; M.A. University of California/Riverside; Ph.D. University of California/Santa Cruz

James Hightower III 2001
Associate Director of College Counseling
B.A. Penn State University

Thomas Salkald Hodgson 1977
Instructor in Philosophy and Religious Studies
B.A. Williams College; M.A. Yale University

Leon Melvin Holley Jr. 1993
Instructor in Biology
B.S. Howard University; M.A. Hampton University

Cheng-yu Huang 1986
(on sabbatical fall term)
Instructor in Mathematics
B.A. Shanghai University; M.A. Ohio State University

Jacques L. Hugon 2001
Instructor in Mathematics
A.B., M.S. Harvard University, M.B.A. Harvard Business School

Carol Jane Israel 1985
Director of Psychological Services
Chair of Psychology Department
Instructor in Psychology
B.A., M.A., Ph.D. University of Chicago

Margaret N. Jackson 1983
Associate Director of Psychological Services
Instructor in Psychology
B.A. State University of New York at Binghamton; M.Mus. Manhattan School of Music; M.A., Ph.D. Long Island University

Elisa Maria Joel 1994
Associate Dean of Admission
Assistant Director of Financial Aid
B.A. Amherst College

Penny Pawling Joel 1986-1995, 1998
House Counselor
B.A. Dickinson College

Suzy Colette Joseph 1980
Instructor in French on the Samuel Harvey Taylor Foundation
Licence d'Anglais, La Sorbonne; M.A. Indiana University

Chin Jou 2002
Instructor in History
B.A. Cornell University

Paul Kalkstein 1970
(on sabbatical)
Instructor in English on the Independence Foundation Teaching Endowment #2
A.B. Princeton; M.A.T. Yale

Richard Jon Keller 1992
School Physician
Board Certified Pediatrics and Pediatric Endocrinology
B.S. Yale University; M.D. New York University School of Medicine

Carolyn Emily Kelly 1986
Instructor in English on the Abbot Academy Teaching Foundation
B.A. Yale College; M.A. Simmons College

Karen Angela Kennedy 1985
(on sabbatical fall term)
Scheduling Officer, Athletics
Instructor in Athletics
B.S. Springfield College; M.A. Boston University

Cristina Suarez Kerekes 1986
Chair of Chemistry Department
Instructor in Chemistry
B.S., M.S. Purdue University

AGATHA GRACIO KIP 1996
House Counselor
School Nutritionist
B.S. University of New Hampshire; M.S. Framingham State College

NICHOLAS VAN HOUTEN KIP 1968
Chair of Classics Department
Instructor in Classics on the Alfred Lawrence Ripley Foundation
A.B. Princeton University; M.A. Trinity College

MICHAEL JAMES KOEHLER 2001
Interim Director of Community Service
B.A. Middlebury College

NEIL E. KOMINSKY 1995
Jewish Chaplain
B.A. Harvard College; B.H.L., M.A.H.L., Hebrew Union College

MARC DANA KOOLEN 1974
Instructor in Biology
B.S. St. Lawrence University; M.S. Purdue University

SABINE KOOPMANN 2001
Instructor in German
M.A. University of Massachusetts/Boston; Ph.D. Ruprecht Karls Universitat

ELIZABETH G. KORN 1986
Associate Director of Academic Counseling
Educational Researcher
B.A. Wesleyan University; Ed.M. University of California at Berkeley; Ed.D. Harvard University

DOUGLAS JOHN KUHLMANN 1983
Chair of Mathematics
(WINTER AND SPRING TERMS)
Instructor in Mathematics
B.S. St. Louis University; M.A., Ph.D. Northwestern University

MICHAEL J. KUTA 1983
Instructor in Athletics
Athletic Trainer
A.S. Berkshire Community College; B.S. Northeastern University

CORBIN FREDERICK LANG 1996
Associate Dean of Studies
Scheduling Officer
Instructor in Mathematics
B.S. University of Oregon; M.S. Montana State University

NANCY MARIE LANG 1993
Instructor in Mathematics on the Mestes Family Campaign Andover Instructorship
B.A. Cornell University; M.S. University of Massachusetts at Lowell

DENNIS H. LANSON 2001
Instructor in Art
B.A. Haverford College; M.F.A. Columbia University

MATTHEW JOHN LISA 2001
Instructor in Mathematics
B.A. Wesleyan University

MARIA MOROZ LITVIN 1987
Instructor in Mathematics
M.S. Moscow School of Education

PETER ANTHONY LORENCO 1983
Instructor in Music

JOHN RICHARD MAIER 1987
(ON SABBATICAL)
Instructor in Spanish
B.A. Ohio Wesleyan University; M.A. University of Minnesota; Ph.D. University of Wisconsin

VIVIEN VALENZUELA MALLICK 1999
Assistant Dean of Admission
B.A. Tufts University

SUSAN AMARIS MANTILLA 2002
Assistant Dean of Admission and Student of Color Recruitment Coordinator
B.A. Denison University

TEMBA TLBOGO MAQUBELA 1987
Instructor in Chemistry
Director of (MS)²
B.S. University of Ibadan; M.S. University of Kentucky

VUYELWA MPHO MAQUBELA 1987-94, 1996
House Counselor
B.A. Fort Hare University

REBECCA DOWNEY MCCANN 1977
Instructor in Spanish on the Marguerite Capen Hearsey Teaching Foundation
A.B. Lake Erie College; M.A. Middlebury College

SUSAN RICHARDSON MCCASLIN 1977-1981, 1985
Chair of Department of Philosophy and Religious Studies
Instructor in Philosophy and Religious Studies
Assistant to the Dean of Faculty
A.B. Smith College; M.T.S. Harvard Divinity School

Frances Marie McCormick 2001
Instructor in Art
B.A., B.F.A. Emmanuel College

Brendan Joseph McGrail 1998
(on leave)
Associate Dean of Admission
B.A. College of the Holy Cross

Thomas Earl Mc Graw 1983
Instructor in English on the Harris Family Instructorship
B.A. University of Notre Dame; M.S. Boston University

Michael James McHugh 1994
Instructor in Mathematics
B.A. Columbia University; M.S., Ph.D. University of New Hampshire

Deborah Martin Merrill 1998
Associate Director of College Counseling
B.A. George Washington University; M.S.Ed. University of Southern California

Peter T. Merrill 1989
Chair of Russian Department
Instructor in Russian
Instructor in German
B.A., A.M. University of Pennsylvania; M.A., Ph.D. University of California at Los Angeles

Elizabeth Ann Meyer 1998
Instructor in Classics
B.A., M.A. University of Colorado; Ph.D. Boston University

Leon Adrian Modeste III 1986
Instructor in Athletics
B.S. Springfield College; M.Ed., Cambridge College

Vincent Joseph Monaco 1984
Instructor in Music
B.Ed. University of Massachusetts; M.M. Boston University

Diane Lynn Moore 1993
Instructor in Philosophy and Religious Studies
Director of the Brace Center
B.A. Drake; M.Div. Harvard University; D.M. Episcopal Divinity School; M.Phil., Ph.D. Union Theological Seminary

Herbert Harry Morton III 1975
Registrar
Instructor in Mathematics
A.B. Dartmouth College

Robert Adams Moss Jr. 1984
Instructor in French
B.A., M.A. Trinity College

Emilio Miguel Mozo 1984
Chair of the Spanish Department
Instructor in Spanish
B.A. Sir George Williams University; M.A. McGill University

Mary Minot Mulligan 1984
Instructor in History and Social Science
A.B. Mount Holyoke College; J.D. Northeastern University; M.A.L.S. Wesleyan University

Rajesh Ramesh Mundra 1996
Associate Director of the International Academic Partnership
Instructor in Biology
B.A. Brandeis University; M.A.T. Brown University

Aya Silvia Murata 1992
International Student Coordinator
Adviser to Asian and Asian American Students
B.A. Bates College; A.M. Harvard University

Deborah Burdett Murphy 1991
Senior Associate Dean of Admission
B.A. University of Virginia; M.Ed. Boston University

Paul Daniel Murphy 1989
Dean of Flagstaff Cluster
Instructor in Mathematics
B.A. Bates College; M.S.T. University of New Hampshire

Billy W. Murray 1996
Instructor in Theatre & Dance
B.A. St. Andrews Presbyterian College; M.F.A. University of North Carolina at Greensboro

Sabina Miller Murray 2000
Writer in Residence on the Roger F. Murray Teaching Foundation
B.A., M.A. Mt. Holyoke College; M.A. University of Texas

Kevin Thomas O'Connor 1985
Instructor in English on the Lumpkin Family Bicentennial Instructorship
B.A. University of Notre Dame; M.A. University of Virginia

Caroline Elizabeth Odden 2001
Instructor in Mathematics
Instructor in Physics
B.A. Yale University

Christopher Thomas Odden 2001
Instructor in Mathematics
A.B. Harvard University; Ph.D. Duke University

Deborah Mary Olander 2002
Instructor in Academic Support
B.A. State University of New York; M.S. Stanford University; M.Ed. Harvard University

Randall Scott Peter 1978
Instructor in English
B.A. Washington & Jefferson College; M.A. University of New Hampshire

David Albert Penner 1966
Chair of Mathematics Department (fall)
(on sabbatical winter and spring terms)
Instructor in Mathematics on the Elizabeth Milbank Anderson Foundation
B.A. Amherst College; M.A. University of Maryland

Robert Peter Perrin 1973
Instructor in Mathematics and in Physics on the Donna Brace Ogilvie Teaching Foundation No. 1
B.S., Ph.D. Massachusetts Institute of Technology

Carroll Perry III 2000
Instructor in History and Social Science
B.A. Williams College; M.A. Johns Hopkins University

Francesca Piana 1986
Instructor in Spanish
Instructor in History and Social Science
B.A., M.A. University of San Francisco; M.A. Universidad de Salamanca

David Brian Poteet 1977
Instructor in Classics
Instructor in English on the John C. Phillips Foundation
B.A. Northeastern University; Ph.D. Tufts University

Kathleen R. Prydi 1994
Instructor in Physics on the Richard J. Stern Instructorship
B.S. University of Washington

Alice Purington 1986
Associate Director of College Counseling
B.A. Vassar College; M.Ed. Tufts University

Edwin Gustavus Quattlebaum III 1973
(on sabbatical)
Instructor in History and Social Science on the Donna Brace Ogilvie Teaching Foundation No. 2
A.B. Harvard College; M.A., Ph.D. University of California at Berkeley

Ruth F. Quattlebaum 1979
(on sabbatical fall term)
Archivist
Instructor in Art
A.B. Wheaton College; M.A. Columbia University

Peter Rathbone Ramsey 1995
Secretary of the Academy
B.A. St. Lawrence University

James Marshall Rogers Jr 1985
Instructor in History and Social Science on the John Mason Kemper Class of 1949 Teaching Foundation
B.A. North Carolina Central University; M.A. Appalachian State University

John Edward Rogers 1990
Head of Division of Natural Sciences
Instructor in Physics
B.A. University of Virginia; A.M. Harvard University

E. Anthony Rotundo 1981
Instructor in History and Social Science
B.A. Wesleyan University; M.A.T. Harvard University; Ph.D. Brandeis University

Patricia Claire Russell 1989
(on sabbatical)
Instructor in Biology and in Physics
A.B., M.A.T. Brown University

Natalie Gillingham Schorr 1974
Instructor in French on the Ammi Wright Lancashire Teaching Foundation
B.A. McGill University; d.e.s. Aix Marseille; M.A. University of Pennsylvania

Nina Savin Scott 1990-92, 1995
Instructor in English
B.A. Duke University; M.F.A. Columbia University

William Wallace Scott 1987
Instructor in Mathematics on the Richard J. Phelps Instructorship
B.A. The Colorado College; M.A.L.S. Wesleyan University

CHRISTOPHER LIVINGSTON SHAW 1982-88, 1994
Instructor in History and Social Science on the Dorothy Dings Kohler Instructorship in Economics and American History
Director of the International Academic Partnership (IAP)
B.A. Wesleyan University; M.A.L.D, Ph.D. Fletcher School of Law and Diplomacy, Tufts University

CAROLYN DAY SKELTON 1972
School Organist
Instructor in Music
B.A. Hastings College; M.M. New England Conservatory of Music

NATHANIEL BALDWIN SMITH 1965
Instructor in Mathematics on the George Peabody Foundation
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TRAVELING TO ANDOVER

If traveling by car from Boston, take Route 93 north for about 19 miles. Take Exit 41, then turn right (east) and follow Route 125 for two miles. Turn right onto Route 28, and go north three miles to the Andover campus. Turn right after the bell tower onto Salem Street. The Shuman Admission Center is on the right. Parking is located behind the building.

If driving from Logan Airport, follow the signs to Boston via the Sumner Tunnel and follow Route 93 north signs, then follow the directions above.

From Route 495 north or south take Exit 41, marked Andover, and proceed south on Route 28 through the town of Andover. The Phillips Academy campus is approximately one mile south of the center of town. At the traffic light at the intersection of Main Street and Salem Street (at the bell tower), make a left onto Salem Street. The Shuman Admission Center is on the right. Parking is located behind the building.

The Mass. Bay Transportation Authority runs commuter trains to Andover from Boston. Call them at 617-222-3200 or 800-392-6100 or visit their Web site: www.mbta.com.

Andover Inn
Chapel Avenue, Andover
978-475-5903 or 800-242-5903

Comfort Suites
106 Bank Road, Haverhill
(Exit 49 off Route 495)
978-374-7755

Courtyard Marriott
10 Campanelli Drive, Andover
(Exit 45 off Route 93)
(Next to Wyndham Andover Hotel)
978-794-0700 or 800-321-2211

Hampton Inn
224 Winthrop Avenue,
North Andover/Lawrence
(Exit 42A off Route 495)
978-975-4050 or 800-426-7866

Holiday Inn
Tewksbury/Andover
4 Highwood Drive, Tewksbury
(Exit 39 off Route 495)
978-640-9000

Residence Inn Boston Andover
500 Minuteman Road
(off River Road), Andover
(Exit 45 off Route 93)
978-683-0382 or 800-331-3131

Fairfield Inn by Marriott
1695 Andover Street, Tewksbury
(Exit 39 off Route 495)
978-640-0700 or 800-228-2800

Wyndham Andover Hotel
123 Old River Road, Andover
(Exit 45 off Route 93)
978-975-3600 or 888-949-3300

SpringHill Suites
550 Minuteman Road, Andover
(Exit 45 off Route 93)
978-688-8200

Hawthorn Suites
4 Riverside Drive, Andover
(Exit 45 off Route 93)
978-475-6000

Staybridge Suites by Holiday Inn
4 Technology Drive, Andover
(Exit 45 off Route 93)
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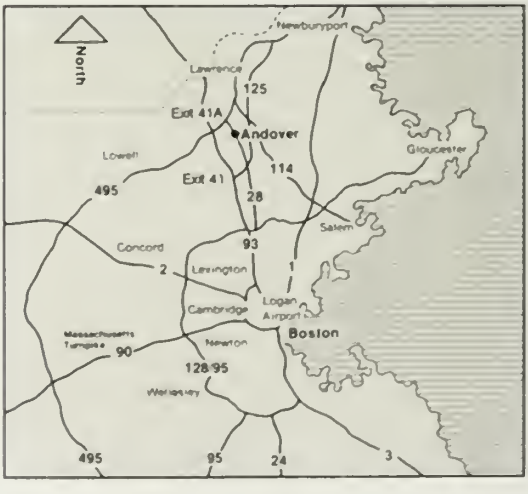

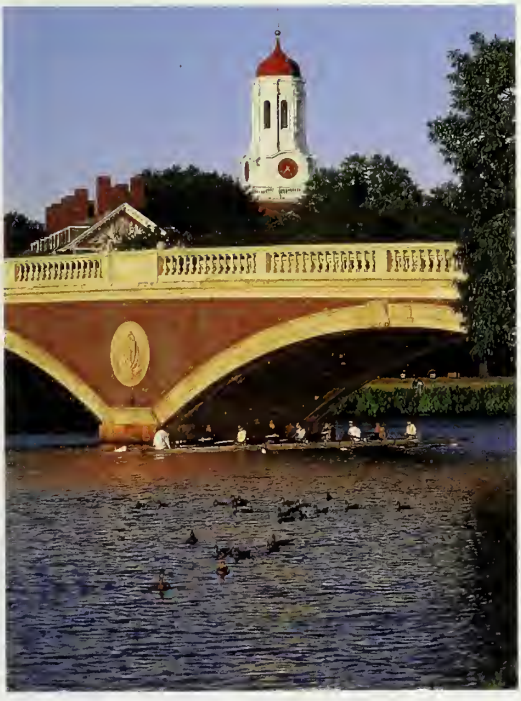

Andover is a 30-minute drive from downtown Boston and Cambridge. Public transporation is available from downtown Andover to Boston. *(See p.176.)*

"Before Phillips Academy, my high school experience with theatre lighting was mostly manual labor – not artistry or design. Here, I was quickly recruited to design, construct and operate the first show of the term. I learned more from working on that one production than in my first two years of high school theatre combined. Under the guidance of an expert senior, I went on to light three additional shows over the course of my first year at PA."

—Matthew Lindsay '03, North Yarmouth, Maine

"I think the most important thing for new students to bring to Andover is an open mind. The students at Andover are diverse and unique. Every person has an interesting story to tell. The important thing is to be willing to listen to everyone's story. The most important lessons you will learn here will be from your fellow students."

—Amy O'Gorman '04, Mobile, Ala.

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Notes on Andover:

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Sources

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7/03

CALENDAR 2003-2004

Boys' Varsity Crew Team captures first place in the 2003 New England Interscholastic Rowing Association Championship in Worcester, Mass.

FALL TERM

Sept. 2, Tues.	Faculty return
Sept. 6, Sat.	New students arrive and register
Sept. 7, Sun.	Returning students arrive and register
Sept. 9, Tues.	Classes begin
Oct. 6, Mon.	Yom Kippur (no classes)
Oct. 10, Fri.	Midterm academic review
Oct. 17–19, Fri.–Sun.	Parents' Weekend (all parents)
Oct. 20, Mon.	College Visiting Day (no classes)
Nov. 8, Sat.	Andover-Exeter Athletic Contests
Nov. 21, Fri.	Thanksgiving vacation begins, 10:30 a.m.
Dec. 1, Mon.	Thanksgiving vacation ends, 8 p.m.
Dec. 8, Mon.	Classes end, 1 p.m.
Dec. 13, Sat.	Winter vacation begins, 12 noon

WINTER TERM

Jan. 5, Mon.	Winter vacation ends, 8 p.m.
Jan. 19, Mon.	Martin Luther King Jr. Day (special schedule)
Feb. 6, Fri.	Midterm academic review
Feb. 16, Mon.	Midwinter holiday (no classes)
Feb. 28, Sat.	Andover-Exeter Athletic Contests
Mar. 9, Tues.	Classes end, 1 p.m.
Mar. 13, Sat.	Spring vacation begins, 12 noon

SPRING TERM

Mar. 28, Sun.	Spring vacation ends, 8 p.m.
Apr. 19, Mon.	College Visiting Day (no classes)
Apr. 30, Fri.	Midterm academic review
May 8, Sat.	Grandparents' Day
May 22, Sat.	Andover-Exeter Athletic Contests
May 23, Sun.	Senior Prom
May 24, Mon.	No classes
May 28, Fri.	Classes end, 5:30 p.m.
June 3, Thurs.	Summer vacation begins, 6 p.m.
June 6, Sun.	Commencement

Six-day weeks include Saturday classes on Sept. 20, Oct. 4, Nov. 15, April 3, April 24 and May 8.

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Andover, Massachusetts 01810-4161
978-749-4000
www.andover.edu

Andover

Course of Study 2003-2004

Phillips Academy
Andover, Massachusetts

Andover
Course of Study 2003-2004

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Course of Study

GENERAL INFORMATION

The Educational Program

Phillips Academy's educational program comprises academic, athletic and community dimensions. The *Blue Book* describes for students and their parents the opportunities, requirements, responsibilities and expectations associated with these different elements. The *Course of Study* focuses on the academic program.

The Academic Curriculum

The curriculum of Phillips Academy comprises a required core of studies believed to be fundamental to a liberal education and elective courses designed to fit the interests of the individual student. Instruction is given in all subjects usually required for entrance to higher learning institutions.

The diploma requirements, chosen by and voted on by the entire faculty as essential elements of the academic program, are designed to ensure that Phillips Academy graduates successfully complete a course of study in a broad range of disciplines and skills which, in the judgment of the faculty, provide the appropriate foundation for a liberal education. The requirements are further specified as to skill level and content by the academic divisions and departments with the oversight of the Academic Council. Certain requirements vary in keeping with the length of time a student attends the academy.

Classroom groups are small enough to permit individual attention, and students are placed in sections fitted to their skill level. Accelerated sequences and advanced courses offer particularly able and well-prepared students opportunity to progress at a rate commensurate with their ability and ambition. Most departments offer courses beyond the level of preparation for college.

The Trimester Plan

The academic year is separated into three trimesters. There are two types of weekly class schedules: one during which classes meet only Monday through Friday, and the other during which classes also meet on Saturday morning. Within a given week, classes are scheduled to meet according to varying patterns. Many departments offer yearlong courses as well as those that are term-contained (completed in one trimester). The diploma requirements are stated in terms of full-year courses or trimester courses, depending on the academic area involved.

Placement of Newly Admitted Students

Students entering for their first year are sent placement material, including some forms for present teachers to complete and a self-administered diagnostic test in elementary algebra. These items are used by the academy to aid in proper placement or recommendation of course levels. New students are also asked to complete to the best of their ability a course selection form indicating the courses they wish to take during the coming year. Although the placement material may alter somewhat a student's preliminary selections, it is helpful, for planning purposes, to know the levels each student thinks he or she is ready to enter.

Placement in the level of a subject may be independent of a student's grade-level in school; through advanced placement at entrance or by taking accelerated courses, many students fulfill requirements early, thereby gaining increased opportunity for college-level or other elective courses.

For full membership in a given grade, students should have credit for the work of the previous grade or its equivalent. However, students are rated as members of a given grade if their deficiencies for full membership in it do not exceed a certain number of trimester courses.

Grade-levels at Andover have unusual names: ninth graders are called *Juniors*, 10th graders are called *Lower Middlers* or *Lowers*, 11th graders are called *Upper Middlers* or *Uppers*, 12th graders and postgraduates are *Seniors*.

International Students

Phillips Academy recognizes that international students who are here for only one year may face unique transitional issues because of their relatively short tenure at the school. It therefore provides some initial specialized courses in English and U.S. history in which language proficiency is less necessary. (See the introductory paragraphs for the English and history sections of this book.) However, all students at Phillips Academy, including international students, are expected to perform competently in the school's basic curriculum.

Advising

Each student has an adviser; this faculty member is expected to guide the student in shaping a well-thought-out, long-term academic program that will incorporate both breadth and depth. In planning a program of studies, the student's needs and aspirations, insofar as they can be identified, are carefully considered, as is the necessity of meeting diploma requirements. The student's needs may include college and career plans, strengths and weaknesses revealed by previous performance and aptitude tests, and character and personal development.

The adviser meets with the new student during the orientation prior to the beginning of classes in September to review and approve the course selections the student has made during the spring or summer. Subsequently the student meets biweekly with his or her adviser to establish a personal relationship and to insure that issues that arise concerning the student's academic program are addressed promptly. Midway through each term the student and the adviser together make or confirm course selections for the upcoming term and review long-range plans.

From time to time during the academic year the adviser (for day students) or the house counselor (for boarders) will report to parents concerning the student's growth and progress. Late in the spring, students in the three lower classes (Juniors, Lowers and Uppers) and their respective advisers will prepare course selections for the coming year; a copy of these selections will be mailed to parents in June. The adviser will welcome any information and suggestions parents may wish to offer.

Workload

Phillips Academy's academic program is based upon the premise that students are capable of studying independently, responsibly and with self-direction.

Students are normally expected to carry five courses each term. Uppers or Seniors who face an unusually demanding term occasionally are advised to cut back to four courses, provided at least three of these are advanced. Over the span of their last two years, students are required to complete at least 27 trimester units.

Programs containing more than five courses require the approval of the Advising Council, a group of senior advisers that meets regularly to advise the dean of studies.

No student may take more than two courses per term in one department. A student who wishes to take two courses in a single department must take a five-course load, with the following exceptions: two math courses when one—and only one—is a computer course; two art courses when one is art history; two music courses when one—and only one—is performance-based. Students who, in the spring term of their senior year, wish to take two courses in one department may do so only with the permission of the Advising Council.

In most courses, especially those taken to meet diploma requirements, class time and homework together can be expected to require a total of about nine hours per week. Certain upper-level elective courses, as noted in their descriptions, may require more than the standard four to five hours of homework per week.

Academic Assistance

Students in need of academic assistance should first seek help from their classroom teachers. Additional help is available at the Academic Support Center (ASC), where students can sign up for peer tutors or work with an adult on study, time management and organizational skills. Other sources for academic support on campus include the Math Study Hall, the Science Study Center, the Writing Center, the CAMD (Community and Multicultural Development Office), Writing Workshop, and language tutoring at the Language Learning Center (LLC).

Phillips Academy does not offer remedial courses, training in English as a Second Language (ESL), or tutoring by faculty members other than out-of-class help offered by teachers to students enrolled in their courses.

In compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 and, upon request, the academy will provide accommodations that are reasonable and appropriate to students with properly documented disabilities. Students who wish to request such accommodations should contact the Coordinator of Services for Students with Disabilities for information concerning the academy's procedures for documenting the disability and the need for accommodation(s). Please know that these procedures can take time and that immediate implementation of accommodations may not be possible.

Attendance

Regular attendance in class is an essential element of a Phillips Academy education. Students are expected to attend all academic classes. Instructors, if approached in advance, are permitted (but not required) to excuse students from a class meeting if the absence from that meeting will not add to weekend time. Only cluster deans may give permission to extend weekend time, and they may do so without consulting instructors.

Diploma Requirements

The basic diploma requirement is the satisfactory completion of a four-year secondary school program, of which at least three trimesters must be at Andover; the student must be in good standing (not on probation or under suspension) at the time of graduation. A student who has been dismissed is ineligible for a diploma unless readmitted.

Trimester credits required for the diploma are:

for entering Juniors	54
for entering Lowers	51
for entering Uppers	48
for entering Seniors	48

A student's required program includes nine trimester credits in English, nine in world languages, eight in mathematics, seven in history and social science and six (two full-year courses) in laboratory science. Details about the manner in which these requirements are to be fulfilled can be found in the opening descriptions of the departments concerned.

In order to be eligible for a diploma, all students must satisfy the swimming requirement of the Department of Physical Education.

Certain diploma requirements vary with the class level at which the student enters Phillips Academy. Entering Juniors must earn two credits in art and two in music and a half credit in theatre. Entering Juniors and Lowers must pass *Physical Education 100* and a one-trimester course offered by the Department of Philosophy and Religious Studies, usually inthe Lower year. Entering Lowers must earn a total of three credits in art and music, with at least one in each area. Entering Uppers need pass only one trimester of either art or music at the academy. Some modifications of the language requirement are made for entering Uppers and Seniors. Entering Seniors with no previous world language experience must pass a *195/0* course in a world language or *Latin 190*. A Senior must earn a minimum of 12 graded trimester credits during the Senior year. Seniors must have passing trimester grades for all courses taken during their spring trimester. Independent Projects are counted as graded courses.

Academic Guidelines

In order to promote both breadth and depth in a student's academic program, the faculty has voted the following guidelines, which are in addition to the diploma requirements listed above. These represent what the faculty *strongly urges* students to do. The advisers recognize that there will always be some acceptable student programs that do not follow these guidelines.

All students, including Seniors, normally carry five courses each term, but students who take at least three courses designated *advanced* or *honors* courses may carry a four-course program. (See below.)

All Juniors and Lowers should take English, mathematics and a world language every term.

By the end of Lower year, each four-year student should have taken some science.

All Uppers should take English all year.

In their Upper and Senior years, students should take a total of at least four trimesters of mathematics and science, with at least one trimester in each of these two areas.

All four-year students should take a year of science (a yearlong course or three terms) in addition to the two-year requirement.

All Seniors should take, during each term, a course in which they do some writing in the English language.

All one-year Seniors should take one term of art, music or theatre.

All three- and four-year students will be advised to take more than the minimum diploma requirements in the arts (art, music, theatre and dance).

Courses Designated as Advanced

The following have been designated advanced courses (see guidelines): *Art 400* level and above, *English 400* level and above, *World Language 400* level and above, and *195/0* courses taken after the diploma requirement has been fulfilled; *History 400* level and above, *Mathematics 510* and above, *Music 400* level and above, *Rel/Phil 400* level and above; *Science 500* level and above, *Theatre 510* and *520*.

Accelerated Sequences

The Andover curriculum offers accelerated sequences in most academic departments. It provides special programs in the modern world languages, designed to cover four years' work in three, or five years' work in four. The programs are open, on invitation of the departments, to especially able and ambitious students.

Advanced Placement Courses

A large number of Phillips Academy students take College Board Advanced Placement Tests in May to establish advanced placement in college courses or credit toward the college degree. Advanced Placement examinations are offered in American History, Art History, Art Studio (2), Biology, Chemistry, Computer Science (A and AB), Economics (2), English Language and Literature, Environmental Science, European History, French Language and Literature, German, Government and Politics (2), Latin Vergil and Literature, Mathematics (AB and BC), Music Listening, Music Theory, Physics (C), Psychology, Spanish Language and Literature, and Statistics.

Independent Projects

A Senior whose academic record satisfies specified criteria may apply for the privilege of doing an Independent Project in lieu of a course. Being granted permission to do an Independent Project requires the availability of a faculty mentor to supervise the project; a favorable evaluation of the merits of the proposal; and final approval by the dean of studies and the registrar. At the conclusion of the project, the student receives a grade of Honors, Pass or Fail.

Special Courses in World Languages

Special courses covering the work of two years in one are open to qualified Seniors in German, Greek, Latin and Russian. These *195/0* courses are designed primarily for students of proven linguistic ability wishing to begin a second or third language in their Senior year, and therefore are not recommended for students of limited language ability. Entering Seniors with no previous world language experience must pass a *195/0* course as a diploma requirement.

Students who have experienced serious difficulty in language study at Phillips Academy may request permission from the head of the Division of World Languages (who will consult with the chair of the language the student is currently taking and the chair of the Department of Classics) to meet the world language diploma requirement by taking *Latin 190* and *Latin 290* as described on page 71 at the end of the World Language section. Under some circumstances, the head of the Division of World Languages may also require students to take other trimester courses in addition to *Latin 190* and *Latin 290*, e.g., *Latin 130* and/or *Classics 310*.

Course Enrollments and Cancellations

The school reserves the right to change advertised courses, to alter the dates on which they are offered, and to cancel, at any time up to the third day of classes, any advertised course in which enrollment is judged to be unacceptably small. Likewise, the school has the right to restrict enrollment in any course when sign-ups exceed the departmentally determined course capacity. Students who are enrolled in the first term of a continuing (*1, 2, 3*) course may have priority in subsequent terms.

Transferring and Dropping Courses

To transfer or drop a course, a student must first obtain a signed *Course Drop/Add Slip* from his or her adviser, then take it to the scheduling officer in George Washington Hall to complete the process. Section changes (same course, different time or teacher) must be approved by the department chair. Requests for a change of teacher will not be considered unless informed by an appropriate period of experience (at least a term). In many cases the academy's belief in the value of teacher-student continuity may override other considerations. No student may transfer into a class without an official transfer slip signed by the scheduling officer. Transfers into term-contained courses must take place during the first five calendar class days of the term. Advisers may approve the dropping of term-contained courses only during the first three weeks of class in a given term. Students wishing to drop a term-contained course after the end of the third week of class in a given term—or a yearlong or two-term (T2) course after the first five calendar days of the course—must ask the dean of studies for permission to petition and obtain the approval of a group of five: the student's counselor, adviser, the instructor, the department chair and the dean of studies. Requests to petition must be made before the end of the second week following mid-term. No requests will be considered after this date. Credit for yearlong and T2 courses is granted, at the discretion of the department chair, only if the student is passing the course at the time it is dropped and only for that portion completed. Yearlong and T2 courses are considered to be long-term commitments.

Failing Trimester and Course Grades

Unless stated to the contrary in a department or course description, a student who receives a failing trimester grade has the option of making up the failure by passing an examination administered by the academic department involved.

The timing of any make-up examination is at the mutual convenience of the student and the department. However, any make-up for either of the first two trimesters of a yearlong course, or for the first trimester of a T2 course, or for the final trimester of a multiple-trimester (yearlong or T2) course for which the final course grade is passing, must be completed before the end of classes of the following trimester.

There is no time limit for the make-up of a failing course grade, either single trimester or multiple-trimester, though a student may not be eligible to advance to the next course in a sequence until the failure is made up or the course is successfully repeated.

A Senior who has a failing spring trimester grade is not eligible for the diploma until the failure is made up, even if the course grade is passing. Such a make-up (whether by exam or other work) cannot be attempted until at least two weeks after graduation.

College Entrance Examination Board (CEEB) Test Dates

Tests will be held on campus in 2003-2004 as follows:

October 11	SAT I and SAT II
October 18	PSAT/NMSQT (Preliminary Scholastic Aptitude Test/ National Merit Scholarship Qualifying Test)
November 1	SAT I and SAT II
December 6	SAT I and SAT II
January 24	SAT I and SAT II
May 1	SAT I and SAT II
May 5-16	AP (Advanced Placement examinations)
June 5	SAT I and SAT II

NOTE: Most students should plan to take the June 5 exams at test centers near their homes, not on campus.

Computer Center
A computer center, located in the lower level of the Oliver Wendell Holmes Library, is available for student use. It houses two computer classrooms and a third lab filled with an array of Macintosh and IBM-compatible computers. A wide range of software is available, and instruction in computer usage is provided.

Personal Computers
Though there is no expectation that they do so, students are permitted to bring personal computers to the school and keep them in dormitory rooms (providing the monitor may not also be used as a television receiver). However, Phillips Academy can assume no responsibility for the care, security or maintenance of these student-owned units. Further information concerning personal computers is available, upon request, from the director of the computer center.

School Year Abroad
Students may elect to spend their Upper or Senior year studying in France, Spain, Italy or China with School Year Abroad (SYA). Originated as an off-campus program by Andover, later joined as a sponsor by Exeter and St. Paul's School of Concord, N.H., SYA is now an independent program, both legally and financially. Students live with host families while pursuing a course of study under the supervision of teachers from SYA's associate schools in the United States. SYA provides students with courses that earn full academic credit at Andover and with the experience of immersion in a foreign culture. Students wishing to participate should consult their advisers or the dean of studies for guidance in the selection of courses for the years prior to and following the year abroad.

Summer Session
The Phillips Academy Summer Session is a five-week long enrichment program for boys and girls of high school age. While summer session courses may reinforce and enrich a student's education, they do not earn Phillips Academy credit.

Planning a Program of Studies at Andover

The following is designed to help Andover students and their parents understand the curriculum and to show the major decisions (and their consequences) that face students at each stage of the four-year academic program.

The Main Choices at Each Stage of a Four-Year Program

While a student's program of studies is adapted each year to his or her changing situation, the future consequences of each course should be noted, for certain choices in one year open the way to later options and may close the door on others.

JUNIOR YEAR

Each trimester a Junior must take six courses, one of which meets only three times per week. All will take History 100; about half the class will take Art 200, and the other half Music 210 or Music 220 (placed by the department). Those taking art will fulfill the music requirement by taking Music 200, and one other term of music prior to graduation; those who take music will fulfill the art requirement by taking Art 250 and an elective at the 300 level. Students may have their placement adjusted as a result of the placement exam or questionnaire sent to them in the spring.

In selecting courses, students are reminded to check the diploma requirements. A Junior's program should resemble the following outline.

1. Mathematics	enter the sequence by placement of the department
2. World Language	begin the sequence (usually a yearlong course at the *100* level)
3. English	*English 100*
4. History	*History 100*
5. Arts	*Art 200* or *Music 210*
6. Elective	usually a yearlong science or another language

LOWER MIDDLE YEAR

Each trimester a Lower must take five courses. New students may have their placement adjusted as a result of the placement exam or questionnaire sent to them in the spring. A few students take the CEEB Achievement Tests (SAT IIs) during the Lower Middle year.

A student wishing to participate in the School Year Abroad program during the Upper Middle or Senior year should discuss these plans with the adviser and seek guidance for the selection of courses for the Lower Middle year.

In selecting courses, students are reminded to check the diploma requirements. A Lower's program should resemble the following outline.

New Students

1	Mathematics	enter the sequence by placement of the department
2	WorldLanguage	enter the sequence by placement of the department
3	English	enter the sequence (*English 200*)
4	Science	usually a yearlong science
5	History 200, Physical Ed., Elective	art, classics, computer, music, philosophy & religious studies, or theatre

Returning Students

1.	Mathematics	continue the sequence
2	World Language	continue the sequence
3	English	continue the sequence (*English 200*)
4	Science	usually a yearlong science
5	History 200, Physical Ed., Phil/Rel Studies	(unless petition for an alternate program has been granted)

UPPER MIDDLE YEAR

During the Upper Middle and Senior years, a student must accumulate a minimum of 27 trimester units. A unit equals one course taken for one trimester. A pass/fail course may be elected as a fifth course only.

New students may have their placement adjusted as a result of the placement exam or questionnaire sent to them in the spring. Uppers should take the Preliminary Scholastic Aptitude Tests (PSAT) in the fall; all take the CEEB Scholastic Aptitude Test (SAT I) in January; and many take the CEEB Achievement Tests (SAT IIs) in June of their Upper Middle year. Some also take the CEEB Advanced Placement Tests (APs) in May of their Upper Middle year. As a matter of general policy, advisers encourage depth in the selection of courses for the Upper Middle year. In selecting courses, students are reminded to check the diploma requirements. An Upper's program should resemble the following outline.

New Students

1	Mathematics	enter the sequence by placement of the department
2.	World Language	enter the sequence by placement of the department
3.	English	begin the sequence (*English 301, 310*)
4.	History	usually *History 300 (T2), 310* (The United States)
5.	Elective	art, computer, history, another mathematics, another language, music, philosophy and religious studies, science, psychology or theatre

Returning Students

1.	Mathematics	continue the sequence
2.	World Language	continue the sequence
3.	English	continue the sequence (*English 300, 310*)
4.	History	usually *History 300* (T2), *310* (The United States)
5.	Elective	art, computer, another English, history, another mathematics, another language, music, philosophy and religious studies, science, psychology or theatre

SENIOR YEAR

During the Upper Middle and Senior years, a student must accumulate a minimum of 27 trimester units. A unit equals one course taken for one trimester. A pass/fail course may be elected only as a fifth course; however, an Independent Project, though marked on a pass/fail basis, is counted as a graded course. A Senior must earn a minimum of 12 graded trimester credits during the Senior year. Seniors must have passing trimester grades for all courses taken during their spring trimester. Many Seniors retake the CEEB Scholastic Aptitude Test (SAT I) in November and the CEEB Achievement Tests (SAT IIs) in December, and take the CEEB Advanced Placement Tests (APs) in May. In selecting courses, students are reminded to check the diploma requirements. One-year international students should pay particular attention to the introductory paragraphs for the English and History sections of the book. A Senior's program should resemble the following outline.

New Students

1. Mathematics	enter the sequence by placement of the department; if the requirement is not yet satisfied, enter *Mathematics 390* or *400*
2. World Language	enter the sequence by placement of the department if the requirement is not satisfied
3. English	as placed by the department
4. Elective	
5. Elective	art, computer, another English, history, another mathematics, a *195/0* language, music, philosophy and religious studies, science, psychology or theatre

New students should review the information at the beginning of the History and Social Science section of this book.

Returning Students

Usually most diploma requirements have been satisfied. Careful selection of electives for continued depth in the student's chosen areas is encouraged. Two-year students must take English electives at the 500 level each term.

Course Descriptions

Key to Course Designation

A course number ending in */0* denotes a yearlong course (Example: *Mathematics 100/0*). A number ending */1, 2 or 3* indicates that the course is term-contained, but sequential, and may be taken for one, two or three terms (Example: *Art 260/1,/2,/3*). A number with no term designation indicates a course that is term-contained, but may be taken only once (Example: *Art-100*).

The designations *F, W* and *S* indicate the trimester during which the course is offered: *F* = Fall; *W* = Winter; *S* = Spring. Some courses require a two-term commitment; they are indicated by a *(T2)* following the course name [Example: *Physics 580/4 Advanced Placement Physics (T2)*]. Check carefully each course description for any other limitations: prerequisites, permission of instructor or department chair required, etc.

Final Digit:	*Indicates:*
/0	Yearlong course
/1	Course offered in fall trimester
/2	Course offered in winter trimester
/3	Course offered in spring trimester
/4	T2 course offered in fall and winter
/5	T2 course offered in winter and spring

Art

The current curriculum in the visual arts continues to evolve in response to changing needs. The department's program emphasizes the development of creative ideas in relation to the understanding of skills, materials, history and new technologies. The current program focuses on the breadth of exposure to a visual education and the choice for students to explore a particular discipline in depth on both the introductory and advanced levels. The following is the required and the recommended sequence of courses in the visual studies and elective programs.

The diploma requirements in art are as follows: Juniors must take either a yearlong course in art (*Art 200/0*) or a yearlong course in music (*Music 2100* or *Music 2200*). Those who take art as a Junior must take two trimesters of music during the subsequent three years. Those who take music as a Junior can satisfy their art requirement by taking *Visual Studies I (Art 250)* and any *300* level concentration course. Entering Lowers must take a total of three trimesters of art and music by selecting two trimesters in one area and one in the other. Those who select two trimesters in art must take *Art 250* and any *300* level concentration course or *Art 250* and three consecutive terms of the AP *History of Art*. Entering Uppers must take a trimester of art (*Art 250*) or music. Entering Seniors have no diploma requirement in art but are encouraged to follow academic program guidelines.

Completion of the diploma requirement in art (*200* and *300* level) is the prerequisite for advanced elective courses (*400/500* level) with the exception of *Art 400* and *Art 440*. Since diploma requirements vary for individual students depending on when they enter the school, so does the prerequisite. Individual course prerequisites are indicated in the course descriptions. Exemption from *Art 250* as a prerequisite is granted only on the basis of a portfolio of work judged satisfactory by the chair of the art department in collaboration with the instructor of the course the student desires to enter. An acceptable portfolio should contain examples of two-dimensional work, including black and white compositional studies, color studies, photography, drawing and collage. With the exception of *Art 400*, no art course, if failed, can be made up by examination.

There will be a studio fee for each course, with the exception of *Art 300* and *Art 400*. Additionally, students should expect to help pay for art materials.

DIPLOMA REQUIREMENT COURSES

ART-200/0 **Visual Studies for Juniors**
(a yearlong commitment)

Students work with the languages of vision through drawing, photography, color studies, two- and three-dimensional design and video. Through projects, discussions and visits to the Addison Gallery, students focus on their own creative work and on visual examples from the world. This course will fulfill the diploma requirement in art. Two trimester credits.

ART-250 **Visual Studies I**
(F-W-S)

This course explores ways in which visual experience of the world is translated into two-dimensional images and presentations. Students sharpen perceptual skills and learn the functions of line, shape, value, texture, color and illusionistic space in communicating through drawing, collage, photography and mixed media. Examples of print media, photography, advertising and art provide a context for discussion and comparison of students' efforts.

INTRODUCTORY COURSES

Students may choose any course from the *300* level to fulfill their second term art requirement. Students may also satisfy the second term of the art department diploma requirement by taking *AP History of Art (Art 400/123)* for ALL three consecutive terms in lieu of one *300* level elective (there will be no exceptions). In order to enter the *300* level, students must have successfully completed either *Art 200* or *Art 250* unless an exemption has been granted by the department chair and the course instructor. Students who take art as a Junior and decide to continue in the art program are expected to enter the elective program at the *300* level unless permission to move to the *400* level is granted by both the department chair and the course instructor.

INTRODUCTORY CONCENTRATION COURSES

ART-300 **Visual Culture:**
(S) **Discovering the**
Addison Collection

This course will focus, thematically, on the study of American art. A significant part of the course will be spent in the Addison Gallery working with the current exhibitions as they tie in to the history and context of American art. Students will discover the Addison collection both on the walls and in storage. Meeting with the gallery staff and visiting artists, students will experience firsthand what makes a museum function. Readings, writing assignments and research projects will help students engage, confront and discuss a wide range of art forms and to raise questions such as: Is it art? How and why do artists create? What do images and artifacts tell us about ourselves and our culture? Issues surrounding the making and viewing of art will be explored. *Art 300* fulfills the second term art requirement. **Prerequisite:** *Art 200* or *Art 250*. (Ms. Crivelli)

ART-301 **Architecture I**
(F-W-S)

Did you enjoy making forts, castles and treehouses when you were younger? Through a variety of different projects and media, this course will provide students with the fundamentals of architectural design. From hands-on sketches, drawings and models, to computer-aided design, students will explore the issues involved in a well-thought-out structure. By gaining a greater understanding of architecture and the design process, students can not only see their world anew, but also use this knowledge to have a positive impact on it. Prerequisite: *Art 200* or *Art 250*.

ART-302 **Ceramics I**
(F-W-S)

Ceramics I is designed for students with little or no prior experience with clay. Students will learn a wide variety of forming techniques that allow them to explore solutions to conceptual problems. The instructional emphasis will be on using ceramics as an expressive medium, with hand-building techniques predominating. Projects might include tile mosaics, clay masks and portraits, boxes, vessels and teapots. Class time will include demonstrations, critiques, slide and video discussions, as well as studio time. Students can expect to tackle projects

that engage many of the key design concepts covered in the diploma requirement courses in art. Assignments for this class will explore the historical and contemporary uses of ceramics as well as the fundamental aesthetics of three-dimensional form. Students will see their pieces through the entire ceramic process, from wet clay, to glaze, to fired finished work. This course has a required evening lab. **Prerequisite**: *Art 200* or *Art 250*.

ART-303 Computer Media I
(F)
Computers have had a profound impact on how images are constructed, represented and disseminated. Through various methods of manipulation, digital artists have experimented with the fragmentation, integration and layering of graphic, photographic and video imagery. Initially, small projects will be assigned in this class to encourage students to experiment with the expressive potential within the Adobe Photoshop and Adobe Premiere software programs. Students will then be able to define and construct a self-assigned final project of still or motion imagery. Projects may be presented as a short, thematic portfolio of individual or sequential imagery, a visual book, a video or a CD-ROM/DVD project. **Prerequisite**: *Art 200* or *Art 250*. (Ms. Harrigan)

ART-304 Drawing I
(F-W-S)
This course will provide students with a sequential exploration of drawing methods and concepts. Students learn, through in-class exercises and formal assignments, skills and concepts relating to contour, gesture and full rendered drawings. They work with an assortment of materials while understanding the depiction of three-dimensional objects on a two-dimensional plane, use of light and dark contrast, use of proportion and perspective sighting. Assignments are designed to develop the students' skills in direct observation and to encourage creative, expressive thinking. The creative process will be explored through hands-on studio projects, critiques, and discussions of historical, contemporary and multicultural art. Trips to the Addison Gallery and other places of interest will complement the course. **Prerequisite**: *Art 200* or *Art 250*.

ART-305 Painting I
(F-W-S)
This class is designed to introduce students to the basic elements of painting with water-mixable oil paint or acrylic paint. Specific problems are assigned to facilitate the study of fundamental paint handling, color mixing and blending. Issues of form and space relationships, composition, and development of ideas are addressed inbalance with the student's need for self-expression. Class critiques, slide talks and visits to the Addison Gallery complement and enhance the actual painting process. This class requires that students attend a two-hour evening lab each week. **Prerequisite**: for three- and four-year students, the diploma requirement in art; for one- and two-year students, *Visual Studies* (*Art 250*).

ART-306 Photography I
(F-W-S)
This class will explore, through presentations, demonstrations and group critique, basic black and white photographic image-making. Beginning with basic camera manipulations (a 35mm camera with manual capabilities is required) and film processing, students will be encouraged to explore the magic of light-sensitive materials. Instruction in printing black and white negatives with variable contrast filters will further direct each student in examining how a photographer carefully selects and represents his/her vision of the world. Meeting four hours a week, with five hours of preparation, the evening lab provides additional workshop time fortoning prints, hand coloring techniques, and opportunities for individual critiques with the instructor. A limited number of rental cameras are available through the school for students. (Mr. Wicks, Ms. Harrigan)

ART-307 Mixed Media Printmaking I
(W)
Students develop personal imagery while learning several types of printmaking, including monoprint, linoleum and woodcut, drypoint, collography and photographic screenprinting. Images are developed by drawing, painting, collaging, or scratching into Plexiglas or cardboard; by cutting into linoleum or wood; or by photographically exposing an image to a light sensitive screen. These surfaces are inked and transferred to paper by means of a printing press, hand rubbing or screen printing. Often several impressions will be taken from one printing plate and combined with other images or printed layers.

Emphasis is on gaining technical, conceptual and formal skills while developing a student's ideas through the use of various types of printing and their combinations. Critiques, slide talks and visits to the Addison Gallery contribute to student understanding of the concepts and processes behind printmaking. A required, two-hour evening lab provides students with additional time to explore and develop ideas and skills. **Prerequisite**: for three- and four-year students, the diploma requirement in art; for one- and two-year students, *Visual Studies* (*Art 250*).

ART-308 Sculpture I
(F-W-S)
Sculpture has become an all-inclusive field, with contemporary sculptors working in media ranging from welded steel to sugar cubes. In this class, students will have the opportunity to learn a basic set of technical and conceptual skills for working and thinking three-dimensionally. In addition, students will investigate the communicative potential of materials, imagery and context, through a directed process of research, invention, discovery, and discussion. Students are expected to attend an informal, two-hour open lab one evening a week. **Prerequisite**: *Art 200* or *Art 250*.

ART-309 Video I
(F-W-S)
"Lights, camera, action!" Today video production is as exciting as the film tradition that invented this phrase. In this course students will learn basic principles of design and production through viewing and short narrative and documentary assignments. Students will learn to develop a script, use a camera, and edit their material. Some projects will be done by groups, others by individuals. All will help students learn to develop and convey their ideas by means of images and sound. Throughout the term students will view films and videos to give them an appreciation of these media and ideas for their own projects. **Prerequisite**: *Art 200* or *Art 250*. With permission of the art department chair, students who have taken *Art 200* may enroll in *Video II (Art 409)* if they are confident of their ability to use the camera and edit.

ART-311 Design for Living
(not offered in 2003-2004)
This course identifies some basic measures of successful design—equilibrium, economy, function, scale—within an ecological and historic frame of reference. Students design and build solutions to assigned problems. Discussion and written exercises ask students to think about design as it defines the human enterprise. Emphasis is on achieving understanding through the completion of projects of a three-

dimensional nature. Through hands-on assignments, students will gain knowledge of the following definition of space through the use of point, line, plane, volume and mass, basic structure of forms, the role of color and surface texture on form and the use of traditional and non-traditional media and techniques applicable to 3-D design. Completed projects are both non-functional objects and functional items for living. Previous projects have included chairs, toys, wearable art, fantasy architectural spaces, shadow puppetry theatre, and built environments designed with an imaginary culture in mind. **Prerequisite**: *Art 200* or *Art 250*

ADVANCED COURSES

Students continuing in art beyond the diploma requirement may take additional *300* level courses or *400* level courses. At the advanced level, two pathways are possible: advanced concentration courses and synthesis courses. As each *400* level course varies in requirements, it is important to check the prerequisites for each.

ADVANCED CONCENTRATION COURSES

ART-400/1 Advanced Placement:
ART-400/2 History of Art
ART-400/3

Four class periods for Uppers and Seniors. Drawing from non-Western cultures (African, Asian, Latin American, Islamic) as well as Western cultures, this course explores architecture, painting, sculpture and photography as they reflect and perform important social and political work. Students use works of art as primary source documents in uncovering the values and concerns of diverse societies, in developing standards for evaluating and contrasting world cultures and in promoting an understanding of artistic expression and visual communication. The Addison Gallery and other local collections and exhibitions will provide for the study of original works of art. Each term may be taken separately. The fall term will focus on material from pre-history through the 14th century, and the winter term and spring term will cover a variety of international artistic responses relevant to visual literacy, historical development and contemporary context. This course will prepare students for the AP examination in history of art if taken all three terms. Completion of *Art 200* or *Art 250* is recommended but not required. (Ms. Quattlebaum)

ART-401/2 Architecture II
ART-401/3

In the second term of architecture, students will be encouraged to explore architectural design at greater depth. Students will continue to design through the use of sketches, drawings and models in a variety of different media, as well as with computer aided design. Through the study of historical precedents, students will consider such issues as approach, entry, structural organization, materiality and form. Term-long projects will often be assigned, giving students the chance to discover their own approach to integrating all of the necessary concepts into an architectural design. **Prerequisite**: *Art 301, Architecture I* or *Art 304, Drawing I.*

ART-402/2 Ceramics II
ART-402/3

This course is designed for students who have taken *Art 302* and wish to continue their study of ceramics. Since *Art 402* is an advanced course, students will be asked to expand on their existing knowledge of ceramics, to strengthen their technical skills and to seek sophisticated conceptual and personal solutions to given assignments. Class projects will range in topic but will stress the concept of developing ideas in series: a series of bottle shapes, a series of vase shapes, etc. As a class, we will try to place ceramics within the continuum of artistic practice and explore its various manifestations. Students can expect to do some outside reading, to attend slide and video presentations and to visit the Addison and Peabody museums. Students will also participate in all aspects of the making and finishing of their work. This course has a required evening lab. **Prerequisite:** *Art 302, Ceramics I.*

ART-403/2 Computer Media II: Animation

This course is for the student with keen interest in the production of computer animations. Animation is a time-intensive computer art technique. Students will create short 3-D animations using Carrara Studio II software and construct a stop motion animation with high-end digital still cameras and the Adobe Premiere program. Traditional animation techniques such as roto-scoping and using a blue screen will also be demonstrated. Students will have the opportunity to choose between the Carrara Studio II program and the stop motion animation process to design and execute a final independent project. **Prerequisite**: *Art 200* or *Art 250*, and *Computer Media I.* (Ms. Harrigan)

ART-405/3 Painting II

In advanced painting, students build on already-acquired technical experience from Painting I while developing their own image ideas. Through a variety of technical processes and conceptual approaches, students explore different ways of working. Painting in series, mixing media, innovating paint application, and utilizing collage and assemblage structure when appropriate further extend the possibilities for thinking about what a painting can be. Students will paint with water mixable oil paint or acrylics, which are available in the school's art store. Emphasis is placed on cultivating solid technical skills as well as inventive and challenging approaches to subjects that encourage individual artistic and personal growth. Critiques, Addison Gallery visits and exploration of artists' work and art historical references relevant to the student's paintings are important components of this course. Advanced Painting has a required, two-hour evening lab. **Prerequisite**: *Art 305* or permission of the department chair.

ART-406/2 Photography II
ART-406/3

WINTER TERM—The course is designed for students who have basic knowledge of black and white photography and darkroom production. Photography II investigates more sophisticated photographic exposure options and archival printing techniques. Opportunities to examine and discuss the work of 20th century Modernist and contemporary photographic practice complement studio work. Regular group and individual critiques with the instructor provide feedback and direction on work in progress, as students are encouraged to explore personal points of view. Students may choose to create several separate experimental works or a term-length thematic portfolio of self-motivated imagery. Portfolios may be presented in various forms, such as individual or group installations, handmade photographic albums or the traditional boxed portfolio. Cameras are required and available for rental. **Prerequisite**: *Art 200* or *Art 250* and *Art 306* or the permission of the chair and the instructor. (Ms. Harrigan)

SPRING TERM—What do you see? While this advanced photography course begins with a brief review of basic craft control and offers instruction in more sophisticated camera and darkroom techniques, the primary emphasis in this course is on the nature of photographic seeing and the creation of images from a personal point of view. Some assignments are given, but much of each student's portfolio will be based on self-motivated imagery. Students may choose

to create an open portfolio that includes a wide variety of photographic styles, create a cohesive, thematic body of work, or develop a special project which may have as its final form a book or multimedia presentarion. Slide presentations and discussions, photographic book reviews and visits to the Addison Gallery are offered to explore more fully the scope and power of this vivid visual language. Group critiques are designed to enhance perceptual skills, and individual conferences with the teacher give feedback and direction on work in progress. Classes meet four periods a week, with five hours of preparation. Evening labs are offered for informal instruction. **Prerequisite:** *Art 306, Photography I.* (Mr. Wicks)

ART-408/2 Sculpture II
ART-408/3

This class is an opportunity for studenrs who have taken *Art 308* to continue their investigation of sculpture. Another set of technical skills will be taught, along with readings, slide talks

ART-409/2 Video II: Filmmaking
ART-409/3

This course has the dual goal of learning the syntax of film narrative through screenings and exploring the expression of that language in practice. Students will storyboard, shoot and edit three short video exercises with a partner that deal with continuity of time and space, POV-reaction and offscreen space, and parallel action and editorial rhythm. In the process, students are instructed in the use of the Avid nonlinear digital editor. For a final project, students work alone in developing, shooting and completing a non-fiction idea, sometimes in the form of an expressive self-portrait or an objective documentary. **Prerequisite:** *Art 200 (w*ith permission of the art department chair), *Art 303, Art 309* (Mr. Lanson)

SYNTHESIS COURSES

ART-420 (W) Rosebud: The Restless Search for an American Identity (formerly *ART-410*)

As a culture we have always been fascinated by identity, by quests to forge one or by the machinations to invent one. American artists Edward Hopper, Robert Frank and Beverly Buchanan, for example, reflect observations of self or describe the identity of others relative to the world around them. Many of our enduring American works of literature and film, such as *The Great Gatsby, The Catcher in the Rye* and *Citizen Kane*, center on the search for self. For most of us, the search for identity is an unending process in a constantly changing, more global America. This search will be brought into focus through film, literature and the visual arts in a two-credit multidisciplinary course that will offer many venues, including discussions, lectures, seminars and studio sessions. Students will be required to lead discussions, keep extensive journals and present projects shaped from their ideas about identity. There will be numerous readings (such as *The Awakening*, Chopin, and *Continental Drift*, Banks), weekly films (*Frances, Five Easy Pieces)* and hands-on visual assignments in various media. If you elect to take *Art 420*, you must also take *English 560D/2.* **Prerequisite***:* diploma requirement in art. (Ms. Crivelli)

ART-435/3 Explorations of 19th and 21st Century Photography: From Pinholes to Pixels

Since its beginnings photography has had a profound impact on culture. In this course, students will have the opportunity to discover the affinities and points of departure between the early photographic pioneers and contemporary digital practitioners through study and hands-on practice of "antique" processes and digital technologies. The class will discuss and participate in creating emotionally and sociologically powerful pictures that may affect individuals in personal endeavors as well as global enterprises. Various historical and contemporary themes such as the photographic album, the exotic travel album or the personal visual journal, will inform each student's self-motivated final project. **Prerequisite**: Completion of the diploma requirement in art. (Ms. Harrigan)

ART-440 (S) A Hard Rain: A Study of Different Media Through Their Responses to the Vietnam War

Students must also enroll in *English 592/3.* This course focuses on America's involvement in Southeast Asia from 1958-1975 by examining the country's responses to the war through a wide range of media, including documentaries, novels, photography and songs. Class times incorporate films, speakers, music, related visual art in all media, and double-period seminars, often led by students. Students keep weekly journals and participate in class discussions and workshops that help them fashion responses of their own to the era. This will include a project of their own choosing at the end of the course. (Ms. Veenema)

ART-460 Art in the Community (not offered in 2003-2004)

This course will take art out of the classroom and into the community. Team-taught by representatives of the Addison Gallery, the art department and the Commun-ity Service program, *Art in the Community* is an introduction to the ways in which the visual arts create and define community, facilitate social change and express cultural identity. Course work will include readings, hands-on art making, journal writing and community-based research. Visits to the Addison Gallery of American Art and collaborative work with community-based organizations will culminate in a public exhibition of the works created. Collaborative work will depend on the needs and interests of both the community and the participating students, and may vary from term to term. Previous community service is helpful but not required. **Prerequisite***:* completion of diploma requirement in art in addition to one extra trimester in art. (Ms. Crivelli, Ms. Bernson, Mr. Green)

ART-470 Extensions of Mankind (not offered in 2003-2004)

When Marshall McLuhan stated "the medium is the message" in 1964, a new dialogue began about the nature of human communication. This survey/studio course will involve students in an investigation of the historical, social, economic, political, cultural, ethical, psychological, aesthetic and philosophical aspects of mass communication and media. Special attention will be paid to developments and inventions that moved the exchange of human experience and ideas beyond cave drawings, storytelling and tribal boundaries. The course will emphasize mass communication as it has developed during the 20th century—The Broadcast Century—and what role media have played in recording and shaping human history. Assuming students enter the course from a wide variety of message-making and interdisciplinary backgrounds, their projects will be created with previously developed skills and therefore may take on many possible forms, such as video, animation, performance piece, essay, photography, sculpture, installation, collage/assemblage, sound piece, cartoon, etc. **Prerequisite***:* diploma requirement in art. (Mr. Wicks)

CONTINUING

ART-500/0 Advanced Placement: Studio Art
(a yearlong commitment)

Art 500 is a yearlong commitment and students are expected to complete the entire year. This course will be open to uppers and Seniors. The year of study in advanced art will be a progressive involvement for students. It will begin with a group studio experience but will encourage students to evolve and develop a focus in one discipline, culminating with an independent project at the end of the year. In the fall term, students will have the opportunity to study broadly at an advanced level while an assortment of media and techniques will be explored. Students can use this opportunity to develop or enhance their art portfolios. In the winter term, students will have the opportunity to focus on specific media and work in collaboration with the AP instructor as well as an instructor from a chosen discipline through participation in a *300*/*400*-level course. In the spring term, students will be expected to work on supervised independent projects that are either discipline specific or cross-disciplinary in nature. Two or three seminars a term, with invited guest speakers, in addition to frequent visits to the Addison Gallery, will augment the course. Attendance at an evening lab, once a week, will be expected. **Prerequisite**: diploma requirement in art and at least one elective course beyond.

Classical Studies

The following courses in classical studies are designed to provide students with a broad introduction to classical civilization through history, literature, mythology and etymology. All courses are electives, open to the various classes as noted. The courses offered here require no knowledge of Greek or Latin. Courses in the Greek and Latin languages offered by the Department of Classics are described under World Languages.

CLAS-310 Etymology
(F-W-S)
Four class periods. Open to all classes. English has an immense vocabulary, far larger than that of any other language, over half of which is based on Latin and Greek roots. The words of this Greco-Roman inheritance are best understood not simply as stones in the vast wall of English, but rather as living organisms with a head, body and feet (prefix, main root and suffix), creatures with grandparents, siblings, cousins, foreign relatives, life histories and personalities of their own; some work for doctors and lawyers, others for columnists, crusaders and captains of commerce. Systematic study of a few hundred roots opens the door to understanding the meanings and connotations of tens of thousands of words in English, the language now rapidly emerging as the most adaptable for international and intercultural communication.

CLAS-320 Greek Literature
(F-W-S)
Four class periods. Open to all classes. A systematic study of the masterpieces of early European civilization as seen in their proper literary, intellectual and historical contexts. In what is essentially a history of ideas, the major genres of epic, tragedy, comedy, satire, history, erotic poetry and philosophy are stressed as aspects of the wider evolution of European thought. The major problems that still confront human life are explored through the writings of Homer, Aeschylus, Sophocles, Euripides, Herodotus, Thucydides, Aristophanes, Plato and others.

CLAS-330 Classical Mythology
(F-W-S)
Four class periods. Open to all classes. The interest of the 20th century in classical mythology has stemmed from three main sources, the psychoanalytical use of myth, progress in the field of classical archaeology, and anthropological study of myth. Preliminary exploration of the works of Freud in psychology, Schliemann and Evans in archaeology, and Frazer, Graves and Levi-Strauss in anthropology leads to the detailed study of the myths of Oedipus, Theseus and Agamemnon, among others. The myths are considered living entities changing in the hands of each artist who deals with them, whether it be Homer or Joyce, Aeschylus or O'Neill, an anonymous Greek vase painter or Dali, Euripides or Strauss. Works of literature, art and music provide the core for the study of the use of myth in human life.

English

The diploma requirements in English are intended to establish competence in writing and reading. All Juniors take *English 100* and may not take *English 200*. For new Lowers, this requirement is fulfilled by successful completion of *English 200*, *English 300*, and *English 310*. New Uppers fulfill their requirement by successful completion of *English 301*, *English 310* and three terms of English electives. Uppers who miss the spring term of *English 310* must take *English 570* or *English 588* during their Senior year. International students who are new Uppers begin the sequence usually with *English 301*. One-year American students and some one-year international students will begin with *English 520*, for one or two terms, followed by electives in the spring term; these international students must be placed by the chair of the department. The remainder of the one-year international students begin with *English 400/1, /2*, followed by a course designated by the department chair in consultation with the students' teachers. Any course so designated will fulfill diploma requirements. Seniors who are returning international students continue the

sequence, or select in accordance with placement by the department. Related courses, whose prerequisites vary, are listed elsewhere in this booklet.

Students in yearlong Senior electives may select the elective for the winter or spring term, as may any other Senior.

All English course meet for four prepared classes a week unless the course description states otherwise. No failed course may be made up simply by passing a make-up examination.

REQUIRED COURSES

ENGL-100/0 English: The Myth and the Journey
(a yearlong commitment)

English 100 invites our youngest students to explore together the journey, their own as well as that traveled by others—persons both real (Anne Frank in *The Diary of Anne Frank* or John Proctor in *The Crucible*) and fictional (Prospero in *The Tempest*; Telemachus in *The Odyssey*). In their travels, students are encouraged to reflect upon how they and others use language in different genres. They practice different modes of discourse in their journals and in their writing. During the course of the year, the emphasis switches from writing about personal experience to writing about literature, though assignments in exposition or narration occur throughout the year.

From class discussions, from peer-editing, from group projects and papers, students come to feel more secure about themselves as Andover students and more comfortable as ever-more skillful readers and writers. Culti-vating in our Juniors what Gerard Manley Hopkins called "all this juice and all this joy" underlies our efforts in this course, an invitation to celebrate their skills and those of distinguished writers.

As young writers, *English 100* students try a variety of writing in response to their own experiences and to what they read, discovering in particular the luxury of the sentence as it conforms to and shapes ideas as they evolve from the inner voice to the written word. They learn how the sentence serves the voice in written expression ranging from the pragmatic to the poetic. A year of writing journal entries, as well as assigned paragraphs and longer pieces that range from personal essays to the beginning of critical analysis, will prepare students for the forms and structures they will encounter in the fall term of *English 200*.

ENGL-200/0 Writing to Read, Reading to Write
(a yearlong commitment)

FALL TERM—During the fall term of *English 200*, classes focus on the process of writing. Students write often, virtually every day. Students will be exposed to a variety of rhetorical modes, such as narration, description comparison/contrast, cause/effect, definition, example/analogy, classification, and argument. By the end of the term, students should be able to organize, develop and write cogent essays in four or five of these modes. Extensive revision wil be encouraged, typically with peer reading. Teachers may use poems and stories from *Fiction: A Pocket Anthology* and *Poetry: A Pocket Anthology* not as critical texts by as "inspirational" ones that will serve to generate a writing exercise. They may also choose to use a collection of essays by a particular writer and/or the online "Andover Reader."

Additionally, the fall term works consciously on vocabulary development (usually drawing material from the essays) and grammar, using a text such as *The Everyday Writer* or *The Grammar of Alistair Barnstable*. Grammar and sentence structure study will deal with the usage problems observable in the class, especially addressing such topics as run-ons and fragments, agreement of subject-verb and pronoun-antecedent, accurate modification, correct pronoun case, and punctuation.

WINTER TERM—In the winter term, students continue to work on the sentence and the paragraph, but the texts are anthologies of poetry and short fiction, and the subject matter is literature. While the course introduces literary terms and strategies for understanding poetry and fiction, the literature serves mainly as an opportunity to work on writing skills, reinforcing the lessons of the fall term and introducing argument and persuasion as patterns of thought that can guide the writer logically through a discussion about a poem or short story.

SPRING TERM—In the spring, each teacher chooses one or two works, including a novel, with which the class will spend the term working. Students continue to write in the modes introduced in the fall term and focus on organizing the essay and, perhaps, on incorporating research into it. Some attention is given to anti-plagiarism training in which the responsible use of sources, particularly the Internet, is addressed.

ENGLISH 300 AND 400

English 300 and *400* emphasize writing about literature as a way to discover meaning; both encourage open discussion. Gradually, these courses stress longer and more sophisticated literary analyses. While emphasizing the analytical—both the close reading of texts and the focused writing that asserts a thesis and supports its points with extensive textual evidence—these courses also encourage other forms of expression, such as journals, narratives, role-plays and parodies.

ENGL-300/4 The Story of Literature (T2)
(a two-term commitment)

All literature tells one story, the story of people's experiences—their dreams, their desires, their acts, their mistakes. Inspired artists in every tribe and civilization have created tragedies, comedies, satires and romances. Students in this course explore these forms by reading short stories, poems, novels and plays from various historical periods and countries. *English 300* is deeply concerned with the imaginative elements that lift a work out of its immediate circumstances and place it within the human community of culture. Texts common to all sections are Sophocles' *Oedipus Rex* (Term 1) and Geoffrey Chaucer's *The Canterbury Tales* (Term 2). Substantial attention is given to women and ethnic writers. Authors commonly elected by teachers include Emily Bronte, Ralph Ellison, Jane Austen and Toni Morrison.

ENGL-301/4 The Seasons of Literature (T2) for New Uppers
(a two-term commitment)

For new Uppers, *English 301* conforms in spirit and essence to *English 300*, but with more intensive attention to expository writing.

ENGL-310/3 Shakespeare

No writer has influenced the literature of the English-speaking world so much as William Shakespeare. He was both of his age and for all time. *English 310* employs the perceptual and writing skills learned in the prior two terms and presents new, more complex problems and perspectives. Films and student performances of Shakespeare's plays complement the study of the plays as literary texts. A common text shared among all sections is *Hamlet, Prince of Denmark*.

ENGL-311/3 Shakespeare Workshop
Four class periods. An intensive study of several plays by Shakespeare with the major emphasis on the spoken word. Close attention is given to pronunciation, diction, rhythm, dynamics and interpretation. Students read aloud, act, memorize and perform scenes and soliloquies. Prerequisite: *English 300/4* or *English 301/4*, and permission of the department chair. This course is offered also as *Theatre 530*.

ENGL-400/1 American Studies for
ENGL-400/2 International Students
Primarily for but not limited to one-year students from abroad who are not yet ready for *English 520*, this course provides intensive training in reading, literary fundamentals and expository writing. The focus of this course is on American culture, values and traditions as reflected in literature and other media. One or two terms of this course will provide students with the reading and writing skills required for success in other senior electives. (Dr. Pottle)

SPECIALIZED COURSES

Specialized Courses, with the exception of *English 520*, are open to students who have successfully completed *English 200* and *300* or *400*. Courses at the *500* level may require more than the standard four to five hours per week of homework. Each course has four class periods a week, unless specifically stated otherwise. While none of the department's electives requires yearlong participation, students may choose to remain in a yearlong elective. The courses below represent those courses offered in the academic year 2003-2004.

ENGL-520/1 Tradition and the
ENGL-520/2 Individual Talent
This course for one-year students explores what T.S. Eliot called "a sense of the timeless as well as of the temporal" as it considers modern works in the light of their classic models. Examples of such works, read in pairs, are the *Oresteia* of Aeschylus and O'Neill's *Mourning Becomes Electra*, Petronius' *Satyricon* and Fitzgerald's *The Great Gatsby*, Shakespeare's *The Tempest* and Eliot's *The Waste Land* or Plath's *Ariel*. The frequent fall-term writing assignments emphasize textual and comparative analysis. In the winter term, students read longer texts and some contemporary works, the writing assignments lead to a term paper.

ENGL-540/1 Non-Fiction Writing
ENGL-540/2
ENGL-540/3
This is a writing workshop for students interested in becoming skilled writers. In this course writers will develop their talents in the art of essay writing. The course requires that the student write extensive pieces in a number of non fiction modes: personal essay, analysis, argument and feature writing. While there are not always daily assignments, students can expect to be writing nightly. They can also expect to read extensively in anthologies, magazines and newspapers. Students are encouraged to submit their work for publication. In the spring term, the focus shifts to consider the art of the memoir. Students write short autobiographical exercises and read several examples of memoir in preparation for writing an extended piece about their own experience. Texts may include Richard Wright, *Black Boy*; Annie Dillard, *A Writer's Life*; Paul Monette, *Becoming a Man*; John Gould, *The Withering Child*. (Mr. Gould)

ENGL-541/1 Writing Through the
ENGL-541/2 Universe of Discourse
ENGL-541/3
This is a course for students interested in experimenting with many different genres of writing. Throughout the term, students create a portfolio of writing that includes essays, poetry, short fiction, literary criticism, autobiography and letters. The course is designed to serve all kinds of students, but particularly those who would like to gain confidence in their writing skills. Once a week, students are invited (not required) to join a Commun-ity Service writing workshop with Lawrence elementary school students.

Readings include texts from a variety of cultures. Authors include Malcolm X, Martin Espada, Julia Alvarez, William Shakespeare, Sylvia Plath, Emily Dickinson, Piri Thomas, Raymond Carver, Franz Kafka, Leo Tolstoi, Stephen Biko, Louise Erdrich, Nikki Giovanni, Sandra Cisneros, Don DeLillo, William Blake, Amy Tan, Sherman Alexie, Rita Dove, James Baldwin, Maxine Hong Kingston, Jimmy Santiago Baca, Gabriel Garcia Marquez, Anthony Morales, Bruce Smith, Maya Angelou. (Mr. Bernieri)

ENGL-543/2 James Joyce
ENGL-543/3
Five class periods. The first term is devoted to *Dubliners* and *A Portrait of the Artist*; the second term to *Ulysses*. The purposes of the course are to develop the skill to read important and difficult works without the aid of study guides or other secondary material, and to follow the development of Joyce as an artist. Although the course may be taken in either term, the student gains a better sense of Joyce's genius by enrolling for two terms. (Mr. O'Connor)

ENGL-544/1 Man and God
ENGL-544/2
ENGL-544/3
"Where is God to be found?" The course considers the search for meaning in what frequently seems to be an inexplicable world. Readings include *King Lear*, Shakespeare; *The Plague*, Camus; *The Great Gatsby*, Fitzgerald; *The Little Mermaid*, Andersen; *The Women of Brewster Place*, Naylor; *Zorba the Greek*, Kazantzakis; short stories, Kafka; *Dawn*, Wiesel; *Alice in Wonderland*, Carroll; *In the Time of the Butterflies*, Alvarez; *Maus*, Spiegelman; *The Little Prince*, Saint-Exupery; *The Bluest Eye*, Morrison; *Notes from the Underground*, Dostoevsky; short stories, O'Connor; *Long Day's Journey into Night*, O'Neill; *Amadeus*, Shaffer. (Miss St. Pierre)

ENGL-545/1 Literature of Two Faces
ENGL-545/2
ENGL-545/3
This course studies the relationship between American mainstream and minority cultures, introducing students to the myth, magic and morality of ethnic identity as it emerges in a dialectic between the community and the individual, as the American struggles to be apart from and a part of larger communities. Authors include Rita Dove, Toni Morrison, Sonia Sanchez, Jimmy Santiago Baca, Amy Tan, Cristina Garcia, Louise Erdrich, Ai, Paul Monette, Leslie Marmon Silko, Isaac Bashevis Singer, Maxine Hong Kingston, Sherman Alexie, Ana Castillo, James Baldwin, Gish Jen, N. Scott Momaday and August Wilson. (Mr. Thorn)

ENGL-546/3 Modern Drama
The course focuses on the great playwrights in modern European and American drama since 1890. The plays will be studied in terms of script analysis—the structure and vision of the individual plays—as representatives of significant dramatic movements in the 20th century and in terms of the cultural and historical context of their era. Possible areas of in-depth study might include: changing roles of women in society (Ibsen, Shaw, Glaspell and others); the comic vision (Shaw, Wilde, Chaplin, the screwball comedies of the '30s and the absurdist comedies of the '50s and '60s); social, political and historical contexts (O'Casey, Hansberry, Brecht, Odets and The Group Theatre, Duerrenmatt, Caryl Churchill); the American family (Hansberry, O'Neill, Miller, Williams). When appropriate, dramatic texts will be paired with films on similar topics (*The Nasty Girl, Lonely Are the Brave, Some Mother's Son, A Soldier's Story, One Flew Over the Cuckoo's Nest, The Women*). (Ms. Braverman)

ENGL-547/2 The Human Comedy
Writers often use comedy and satire to expose the absurdities and frailties of human nature and institutions. The course will explore the comic vision in various genres—drama, fiction, essay and film. Works may include: Drama (Ben Jonson's *Volpone*, Moliere's *Tartuffe*, Ionesco's *The Bald Soprano*); Fiction (Mark Twain's *The Mysterious Stranger* and *The Man That Corrupted Hadleyburg*, Phillip Roth's *Portnoy's Complaint* or *Operation Shylock*, Joseph Heller's *Catch-22*); Film (Charlie Chaplin's *Modern Times* or *The Great Dictator*, Woody Allen's *Annie Hall*, Stanley Kubrick's *Dr. Strangelove*).

ENGLISH 550
LITERATURE FROM OVERSEAS

With a primary focus on the literature of England, these courses study cultural themes and artistic developments in the Western world. These courses may consider English literature in the context of the literature of the continent and the colonial empires. They focus on developing skills in reading and writing.

ENGL-550A/1 Great Traditions in
ENGL-550A/2 Literature: The Epic Poem
ENGL-550A/3)
This course studies the development of the epic poem through Classical, Medieval and Early Modern contexts. Texts: *The Iliad, The Odyssey, The Aeneid, Metamorphoses* and *Moby Dick*. (Mr. McGraw)

ENGL-550B/3 Milton and Spenser
Students read Book I and other selections from Edmund Spenser's epic *The Faerie Queene* and all of John Milton's *Paradise Lost*. In addition, minor works, such as Milton's *Comus* and Spenser's *Epithalamion*, are read at sight. Writing for the course centers on short seminar papers. (Mr. Kalkstein)

ENGL-550C/1 Literature and the Natural World
Throughout the history of literature, descriptions of the natural world have mirrored the developments of the human world. From the Romantic poets, who see in mountains and rivers the meeting of the divine and man; to the Victorians, like Hardy, who look to the landscape to express the relationships of men and women; to the moderns, like Lawrence and Eliot, who search for meaning in an increasingly disjointed world ravaged by industrialization, we will examine the representation of nature and study the subjective realities of the objective universe. Readings include poems by Wordsworth, Coleridge, Shelley, Keats, Tennyson, Browning, Yeats, Lawrence and Eliot (including *The Four Quartets*), along with Hardy's *Far from the Madding Crowd* and Lawrence's *Sons and Lovers*. (Ms. Fan)

ENGL-550D/1 Yeats and the Irish Tradition
Since the establishment of Ireland's independence in 1921, the unique contribution of this nation's literature and culture has gained increasing international recognition. W.B. Yeats, the first of four Irish Nobel laureates and one of the dominant poets of the 20th century, played a key role in the revival of Irish culture. The course will focus not only on Yeats' poetry and drama, but on the great artists who preceded and followed him. Poetry, fiction and drama, as well as art, music and film, will be considered as part of this course, including some of the following. Poetry: *Selected Poems*, W.B. Yeats; *Opened Ground*, Seamus Heaney; *The Water Horse*, Nuala Ni Dhomhnaill. Fiction: *The Year of the French*, Thomas Flanagan; *Reading in the Dark*, Seamus Deane; *Castle Rackrent*, Maria Edgeworth. Drama: *Selected Plays*, W.B. Yeats; *The Playboy of the Western World* and *Riders to the Sea*, J.M. Synge; *Waiting for Godot*, Samuel Beckett; *Translations*, Brian Friel. Film: *Michael Collins* (director, Neil Jordan), *The Field* (director, Jim Sheridan), *Cal* (director, Pat O'Connor). (Mr. O'Connor)

ENGLISH 560
LITERATURE OF THE AMERICAS

With a primary focus on North American literature, these courses study cultural themes and artistic developments in the Americas. They focus on developing skills in reading and writing.

ENGL-560A/1 Great Themes
ENGL-560A/2 from America: Voices
ENGL-560A/3 Within the Culture
This course is a study of fiction, poetry and nonfiction in which men and women struggle for identity and self-realization in a world of change and cultural upheaval. The readings for each term, drawn from a variety of cultures, will be organized on central motifs (fall: The Land; winter: Conflict and War; spring: Family) and students will trace connections between the nature of ideas and the forms of expression. Texts may include: Thoreau, *Walden*; Faulkner, *The Bear;* Cather, *O Pioneers!*; Hemingway, *A Farewell to Arms*; O'Brien, *Going After Cacciato*; McCarthy, *Blood Meridian*; Kennedy, *Very Old Bones*; and Morrison, *Jazz*. (Mr. Stableford)

ENGL-560D/2 Modern American Literature
Rosebud: The Restless Search for an American Identity
As a culture we have always been fascinated by identity, by quests to forge one or by the machinations to invent one. American artists Edward Hopper, Robert Frank and Beverly Buchanan, for example, reflect observations of self and describe the identity of others relative to the world around them. Many of our enduring American works of literature and film, such as *The Great Gatsby, The Catcher in the Rye* and *Citizen Kane*, center on the search for self. For most of us, the search for identity is an unending process in a constantly changing, more global America. This exploration will be brought into focus through film, literature and the visual arts in a two-credit multidisciplinary course that will offer many venues, including discussions, lectures, seminars and studio sessions. Students will be required to lead discussions,

keep extensive journals and present projects shaped from their ideas about identity. There will be numerous readings (such as *The Awakening*, Chopin and *Continental Drift*, Banks), weekly films (*Dances, Five Easy Pieces*), and hands-on visual assignments in various media. Students who take *English 560D* must also take *Art 420*. (Ms. Criselli, Mr. Bardo)

ENGL-560F/1 ENGL-560F/2 An Introductory Survey of African-American Literature

This course offers an overview of African-American literature through reading and writing assignments and discussions as well as through documentary films. Trips to museums and at least one trip to a jazz or blues performance enhance students' appreciation of cultural contexts. In their final projects, which may be literary or more broadly focused in African-American art or history, students pursue interests developed during the term. The fall term focuses on the vernacular tradition (from work-songs to rap), on the literature of slavery and freedom, and on the Harlem Renaissance. In the winter students read African-American expressions of realism, naturalism and modernism, the literature of the Black Arts Movement, and contemporary authors. (Mr. Sykes)

ENGL-570/3 The Play's The Thing: Advanced Shakespeare

Jane Austen's Henry Crawford says that Shakespeare's "thoughts and beauties are so spread abroad that one touches them everywhere." Perhaps he is right, but to contemplate such thoughts deeply and to appreciate such beauties truly we must read the work of the great poet playswright ourselves—extensively and intensively. In this course we will study four or five plays and also selected sonnets. We will consider stage productions and film adaptations of the plays, but our priority will be to read Shakespeare well. (Mr. Domina)

ENGL-571/1 ENGL-571/2 ENGL-571/3 The Short Novel: Risk and Romance

This course uses a mix of seminar classes, films and regular, individual student-teacher conferences to examine experimental short novels from around the world. Students learn to draw conclusions about the artistic and social forces that gave rise to these novels. Each term draws comparisons among works by Vonnegut, Mann, Joyce, Walker, Puig, Rulfo, Enchi, Duras, Achebe, Hemingway, McCullers, Camus, Salinger, Garcia and others. (Mr. Peffer)

ENGL-572/1 The Essential Gesture: A Study of Resistance in Literature and Film

Students must also enroll in *Philosophy and Religious Studies 450*. The range of human capacity for cruelty and compassion, cowardice and heroism, blindness and vision has marked the 20th century and continues to unfold before us. From South Africa to Bosnia and from China to the United States, experiences of suffering, resistance and hope raise important issues of human responses to political and social oppression. What are the origin, nature and purpose of suffering? What are the sources of individual and collective resistance? Is hope futile in the face of escalating violence? By looking through the multiple lens of philosophical texts, literature and film of particular global struggles we shall explore these and other questions in a seminar format. This is a multidisciplinary, two-credit course, so students who take *English 572* must also take *Philosophy and Religious Studies 450*. Texts may include: *Imagining Argentina, Waiting for the Barbarians, Man's Search for Meaning, In the Time of the Butterflies*. Films may include *The Official Story, A Dry White Season* and *Death and the Maiden*. (Mr. Bardo)

ENGL-573/1 ENGL-573/2 ENGL-573/3 History and the Novel

This course deals with novelists who write about history or about their own times in a way that contributes to our understanding of history.

FALL TERM—Jane Austen, the Brontes and the Romantic Revolution. Traditionally Austen has been described as hostile to Romanticism, the movement which has had no more passionate adherents than the Brontes. Yet many readers love all these writers; some see similarities between Austen and the Brontes; even Austen's opposition to Romanticism is no longer so certain. This term we will begin with Austen's last two novels, *Emma* and *Persuasion*, and then go on to one novel by each of the Brontes: Anne's *Agnes Grey*, Charlotte's *Jane Eyre*, and Emily's *Wuthering Heights*. We will also watch film adaptations of Austen's *Sense and Sensibility* and DuMaurier's gothic (and *Jane Eyre*-inspired) *Rebecca*.

WINTER TERM—The City and Fiction. The city, which Wordsworth believed a threat to the imagination, has, oddly enough, inspired some of the most visionary novelists. Our major work this term will be Dickens' *Bleak House*. With its two narrators (one an omniscient observer, the other an orphan who does know even her own parentage), it is an extraordinary blend of gothic mystery and social history. Other works may include Richard Wright's *The Man Who Lived Underground*, short stories by Malamud, and Doctorow's *The Waterworks*.

SPRING TERM—The Sane Truth and the Insane Truth of Virginia Woolf and William Faulkner. *Mrs. Dalloway* (1925) and *The Sound and the Fury* (1929), two of the greatest achievements in stream-of-consciousness writing, are also surprisingly similar in subject matter. This term we will consider particularly the ways in which war, recent in one novel, long passed in the other, continues to haunt the sane and the insane. We will also read letters, diaries and interviews and watch the film.

ENGL-576/1 Journalism

This course on print journalism recognizes the challenges all journalists face in their efforts to be fair and also accurate as they struggle to gather information and churn out lively copy under deadline pressure. The course is designed to teach essential journalistic judgment, basic skills for gathering and verifying news, and interviewing and writing techniques. Students will receive weekly assignments on deadline for news articles.

feature stories, columns and editorials, and all students will work as both reporters and editors as the course progresses. Weekly lectures will cover significant events in the history of journalism, First Amendment issues, current events, concerns in both print and electronic journalism, and will include discussion of fairness, objectivity, transparency, independence from faction, and intellectual honesty and diversity, among other important topics. The core text, *Elements of Journalism* by Bill Kovach and Tom Rosenstiel, will be supplemented with information and exercises on www.Newseum.org, the Freedom Foundation's Museum of News Web site. Andover alumni currently working as professional journalists will be enlisted for guest lectures and to edit students' articles. (Ms. Scott)

ENGL-577/2 The Literature of Travel
ENGL-577/3 Writing

WINTER TERM—The British scholar Paul Fussell writes that "successful travel writing mediates between two poles: the individual thing it describes, on the one hand, and the larger theme that it is 'about,' on the other. A travel book will make the reader aware of a lot of things—ships, planes, trains, donkeys, sore feet, hotels, bizarre customs and odd people, unfamiliar weather, curious architecture, risky food. At the same time, a travel book will reach in the opposite direction and deal with these data so as to suggest that they are not wholly inert and discrete but are elements of a much larger meaning, a meaning metaphysical, political, psychological, artistic, or religious—but always, somehow, ethical."

In the course, students will read excerpts from travel literature over time and write three travel essays of their own. Writers will include Herodotus, Pausanius, Marco Polo, Christopher Columbus, Lady Mary Wortley Montague, Charles Darwin, Charles Dickens, Ralph Waldo Emerson, Mark Twain, Freya Stark, D.H. Lawrence, Jack Kerouac, V.S. Naipaul, Paul Theroux, Margaret Atwood, Annie Dillard and David Foster Wallace. (Ms. Scott)

SPRING TERM—In the spring, the Literature of Travel course turns to the study of essays, diaries, articles and books from adventurers and explorers in the 19th and 20th centuries. Students will read literature from the early Polar, Alpine and Himalayan expeditions on through the best of the current "adventure" fare, and will write several non-fiction travel essays of their own. Texts will include *The Worst Journey in the World* by Apsley-Cherry Garrard; *Endurance* by James Worsley; and works by and about Captain James Cook, Captain Robert Falcon Scott, Sir Edmund Hillary and Tensing Norgay, James Ramsey Ullman and modern writers Paul Theroux, Bruce Chatwin and Jon Krakauer. (Ms. Scott)

ENGL-578/1 Feasts and Fools:
ENGL-578/2 Revelers and Puritans
ENGL-578/3 in Literature and Life

This course examines what Jean Toomer called "the good-time spirit" and its opposite, as manifest in major literature, including drama and film. Along with critical writing on literature, the students occupy themselves with parties and festivities in their lives, as well as in other cultures. Personal essays may lead to anthropological, architectural, performative and semiological research projects, creative writing and reports. Texts have included *Mrs. Dalloway, Sir Gawain and the Green Knight, Love in the Time of Cholera, Vile Bodies, Like Water for Chocolate, The Custom of the Country, A Year in Provence, House of Sand and Fog,* selected short stories and poetry. Films include *Babette's Feast, Much Ado About Nothing* and *Table Manners.* (Mr. Wilkin)

ENGL-580/1 Narrative into Drama: Introduction to Playwriting

Students will write a one-act drama based on a personal narrative. For the first half of the term, the focus will be on dramatic structure and techniques for transforming story into plot; we will study and practice the techniques of story theatre, and the multiscene play, but the primary emphases will be on the craft of the one-act play and Aristotle's "unity of time, place and action." The second half of the term will focus on the skills of creating authenticity of place, character and dialogue. We will read or see various models of playwriting, including Sophocles' *Oedipus Rex*, Fugard's *Master Harold and the Boys*, Synge's *Riders to the Sea*, Glaspell's *Trifles* and Chekhov's *Uncle Vanya*. The primary emphasis will be on workshop presentations of students' works in progress. The last two weeks of the term will be devoted to staged readings (student-directed and acted) of all student plays, and it is hoped some of them will go on to full production in the spring festival of student drama. (Ms. Braverman)

ENGL-581/3 Contemporary American Poetry

This course will introduce students to poets and movements that have shaped the direction and contours of American poetry since World War II. We start with a study of the Beat Movement and then explore the so-called "schools" of poetry—Black Mountain, New York, Confessional, et al. The course finishes with an exposure to poetry that is happening right now, which includes bicultural and multicultural poets. Most class time will be spent deriving themes through discussions of poets, poems, poetic movements, criticism and theory. Poets include Ginsberg, Corso, Kerouac, Dylan, Waldman, Bukowski, Creeley, Olson, Levertov, Ashbury, O'Hara, Lowell, Plath, Berryman, Bishop, Rich, Dove, Hass, Kinnell, Hogan, Nye, Springsteen and Colvin. (Mr. Tortorella)

ENGL-582/3 Contemporary Caribbean Literature: Better than Spring Break in Jamaica

Bearing a historical legacy of slavery and colonialism, the Caribbean today is viewed by many people as a tourist paradise, a place to relax and have "fun in the sun." Nevertheless, the fact that, in the past 10 years, the Nobel Prize in Literature has been awarded twice to Caribbean authors (St. Lucian Derek Walcott and Trinidadian V.S. Naipaul) is an important indicator of the quality of the cultural production in this archipelago. In this course, we will examine Caribbean literature from various islands, investigating their significance as representatives of a "common"(?) Caribbean experience. Through our responses to different literary texts (novels, plays, poems, essays) as well as to film and music from the region, we will ponder the issue of identity (both individual and collective), trying to articulate what it means to be "Caribbean" nowadays. Writers may include Alejo Carpentier, Aimé Césaire, Derek Walcott, Frantz Fanon, Jacques Roumain, Jamaica Kincaid, Jean Rhys, Julia Alvarez, Maryse Condé, Michelle Cliff, Nicolás Guillén, Patrick Chamoiseau, Paule Marshall, Reinaldo Arenas, Rosario Ferré, Saint-John Perse, Simone Schwarz-Bart, V.S. Naipaul. Films: *Sugar Cane Alley, Portrait of Teresa, Strawberries and Chocolate, Before Night Falls.* (Dr. Vidal)

ENGL-583/1 Writers in Depth
ENGL-583/2
ENGL-583/3

The writers for 2003-2004 are Ernest Hemingway and F. Scott Fitzgerald two immensely popular figures who, with Faulkner, defined and critiqued the social order of their day. The course examines these writers as they perceived themselves and were perceived by others. Students learn of the artistic and societal influences on their short stories, novels and memoirs, with the central question being what their writing means to us. We will also consider what their biographers and critics have said about them. Students will keep a journal on their reading and class discussion, write frequent short papers, conduct a seminar, and do a term project. Hemingway texts: *In Our Time*, *The Sun Also Rises*, and *A Moveable Feast*; Fitzgerald texts: *The Great Gatsby*, *The Last Tycoon*, and *Babylon Revisited and Other Stories*. (Ms. Kelly)

ENGL-585/1 Creative Writing: Poetry
ENGL-585/2
ENGL-585/3

This course is for students committed to reading and writing poetry. Students will be asked to write about poetry in addition to composing their own poetry. Although students are not expected to submit portfolios or samples of their work to qualify for this class, they must be serious about writing poetry. Previous experience helps, but it is not necessary. (Mr. Deppe)

ENGL-586/1 Creative Writing: Fiction
ENGL-586/2
ENGL-586/3

This course is for students committed to reading and writing short fiction. Students will be asked to write about short fiction in addition to composing their own short fiction. Although students are not expected to submit portfolios or samples of their work to qualify for this class, they must be serious about writing fiction. Previous experience helps, but it is not necessary. (Mr. Deppe)

ENGL-587/1 Neither Fear Nor
ENGL-587/2 Courage: Modernism
ENGL-587/3 Across the 20th Century

In the waning hours of the belle epoque, under the calamitous shadow of a devastating world war, the advent of the 1900s in Europe and America witnessed a profound change in the established social order. A breach of faith in the ability of traditional literary modes to represent the dissonance of modern life ensued. In this course we will examine stories of character in crisis: the modern hero's struggle to find moral order and certainty in a world which no longer makes sense according to conventional structures of meaning. From the birth of modernism through its recent legacy, we will read fiction, poetry and drama that seek new ways of conceiving the human self as a creature of alienation and longing.

FALL TERM—We will read modernist masterpieces including *The Waste Land* by T.S. Eliot, *To the Lighthouse* by Virginia Woolf and *Absalom, Absalom!* by William Faulkner.

WINTER TERM—We will explore gestures of African-American modernism from the Harlem Renaissance.

SPRING TERM—We will move beyond the Anglo-American tradition to look at modernist works originally written in German, French and Spanish, devoting special attention to *One Hundred Years of Solitude* by Gabriel García Márquez. (Ms. Tousignant)

ENGL-588/1 Cultural Studies:
ENGL-588/2 Adapting Shakespeare

From Japan to America's heartland, Shakespeare's work has had such an extraordinary influence on countless novelists, poets, playwrights and filmmakers that Shakespeare himself never could have anticipated. This course will seek to explore that influence by examining the texts from which Shakespeare created his own adaptations, studying his plays, and focusing on contemporary film and book adaptations that respond to them. For the final project, students will have the opportunity to create their own Shakespearean adaptation in any form they choose: a painting or drawing, a song or musical piece, a short story or scene, a poem, a dance, costuming, etc. Possible films and works may include: Akira Kurosawa's *The Bad Sleep Well* or *Ran*, Jane Smiley's *A Thousand Acres*, Tom Stoppard's *Rosencrantz and Guildenstern Are Dead*, the Shakespeare episode of "Star Trek," Kate Daniels' "The Tragedy of Gertrude, Queen of Denmark," Ronald Harwood's *The Dresser*, Salman Rushdie's *Yorick*, Margaret Atwood's *Gertrude Talks Back*, Lee Blessing's *Fortinbras*, Kenneth Branagh's *A Midwinter's Tale*, short excerpts from the classical texts of Shakespeare, and a Shakespearean play. (Ms. Grieco)

ENGL-590/2 Mirror, Mirror:
ENGL-590/2 Images of Women –
ENGL-590/3 and Men

Since in reading literature we are looking for ourselves, the images we encounter of men and women cannot help but reflect back and reform ourselves, particularly our views of male and female ideals, gender, and sexual interaction. Through the study of novels and film, poetry and plays, we will sort through the various and conflicting images of men and women and look for what seems true and false in society and ourselves. We will focus on works revolving around a central woman in the context of a male-oriented society. Students will not only write critical papers and journal entries on the readings and screenings, but will also work on film treatments and screenplay excerpts.

WINTER TERM—Following a Cinderella theme, we will read *Jane Eyre*, *Tess of the D'Urbervilles*, and *The Color Purple*, screening *Pretty Woman*, *Rebecca*, *Coming Home*, *My Brilliant Career*, *Iess* and *The Color Purple*. We will look also at the Cinderella stories of Rodgers and Hammerstein and of Disney, as well as the parallels in the *Rocky* and the *Karate Kid* series—and so consider the story of the American Dream, the rags-to-riches rise of the commoner to the glamorous celebrity.

SPRING TERM—In poetry, plays, and films we will study (in poetry) still images recollected in tranquility and recast for private introspection and (in drama and film) moving images elaborately staged for public entertainment and commercial consumption. We will look at engendered messages implicit and explicit in poetry from ancient to contemporary times—from *carpe diem* lyrics to the contemporary book-length *The Vigil*—and in plays ranging from Euripides' *Trojan Women* to Braverman's *Yiddish Trojan Women*, from Maugham's drawing-room satire *The Constant Wife* to Albee's tragicomedy *Who's Afraid of Virginia Woolf?*—as well as the films *Adam's Rib*, *Gentlemen Prefer Blondes*, *Psycho*, *Goldfinger*, *Diva*, *Dangerous Liaisons* (Frears), and *Cries and Whispers*.

ENGL-591/2 The Novel After Modernism

In the middle of the 20th century, writers began to move past both the period and the styles that we still call "modern." What does it mean for a novel to be past modern? Postmodern? Past postmodern? Can a contemporary novel still be a modern novel? In this course we will study the recent progress of the novel genre. We will read aggressively, studying four or five novels whose authors may include Russell Banks, J.M. Coetzee, Robert Coover, Don DeLillo, Joan Didion, Ralph Ellison, Gabriel García Márquez,

Cormac McCarthy, Toni Morrison, Vladimir Nabokov, Joyce Carol Oates, Thomas Pynchon, Philip Roth, José Saramago and Zadie Smith. (Mr. Domina)

ENGL-592/3 A Hard Rain: A Study of Different Media Through Their Responses to the Vietnam War

Students must also enroll in *Art 440/3*. This course focuses on America's involvement in Southeast Asia from 1958-1975 by examining the country's response to the war through a wide range of media, including documentaries, novels, photography and songs. Class times incorporate films, speakers, listening to music, studying related visual art in all media, and double-period seminars, often led by students. Students keep weekly journals and participate in class discussions and workshops that help them fashion responses of their own to the era. This will include a project of their own choosing at the end of the course. Texts: *One Flew Over the Cuckoo's Nest, A Rumor of War, The Things They Carried, Streamers*. Films: *Dr. Strangelove, Full Metal Jacket, The Deer Hunter, Apocalypse Now, Jacob's Ladder*. Music: Dylan, Ochs, CSNY. (Mr. Bardo)

ENGL-593/2 Play Writing

Each student is expected to write at least one one-act play in addition to certain exercises in monologue, dialogue and scene-setting. The class reads aloud from students' works in progress while studying the formal elements in plays by important playwrights and reading selected literary criticism focused on drama. (Mr. Heelan)

ENGL-594/3 The American Dream in Literature and Film

Mark Twain observed, "Virtue never has been as respectable as money." In this intensive survey course, we will study the pursuit of the American Dream in literature and film and focus on the stories of those who fulfill it, fall short of it, stay true to it, or distort it. Short stories, novels, and films may include: Ralph Ellison's *Did You Ever Dream Lucky?*; Herman Melville's *Bartleby, the Scrivener*; Tennessee Williams' *A Streetcar Named Desire*; Edward Albee's *The American Dream*; Lorraine Hansberry's *A Raisin in the Sun*; Arthur Miller's *Death of a Salesman*; Philip Roth's *American Pastoral*; F. Scott Fitzgerald's *This Side of Paradise* or *The Great Gatsby*; Saul Bellow's *Seize the Day*; Amy Tan's *The Joy Luck Club; The Godfather: Part I; Wallstreet; A Place in the Sun*; and poetry by Gwendolyn Brooks, T.S. Eliot, Langston Hughes, Edwin Arlington Robinson and Carl Sandburg. (Ms. Grieco)

History and Social Science

The study of history and the social sciences provides certain kinds of knowledge, skills and understanding fundamental to a liberal education. An understanding of the American past continues to be a prerequisite for a participating citizen in a constitutional republic. Vital though such study is, an understanding of our nation alone is not enough. The examination of other cultures around the globe is crucial for broadening a student's understanding of an interdependent world. The Department of History and Social Science therefore integrates the study of international cultures throughout its program. Detailed information on the department, faculty, courses and other aspects of history and social science may be found at http://www.andover.edu/history.

DIPLOMA REQUIREMENTS

Entering four-year students must successfully complete seven terms of departmental study. *History 100* is required for virtually all ninth-graders. For these students, a trimester of *History 200*, taken in the 10th grade, and three terms of U.S. history (*History 300/4* or *300/5* and *310*) complete the department's requirement. Students entering as 10th graders must successfully complete four terms of departmental study: a term of *History 200* taken in 10th grade, and three terms of U.S. history as described above. Students entering as 11th graders must successfully complete three terms of U.S. history as described above. Students entering as 12th graders and postgraduates are strongly encouraged to take courses in history and social science but are not required to do so *unless* (1) the department deems their previous preparation inadequate, in which case they will be required to complete a term of departmental study; or (2) they took U.S. history in ninth or 10th grade, for which the department ordinarily does not grant credit.

For one-year international students, the diploma requirement is the completion of three trimesters of U.S. history, usually starting with History 320, if so placed by the department.

Exceptional 10th graders, if they have completed at least two terms of history-social science with distinction, have made an outstanding score on the HQT, have received permission from the department chair and have been approved by the Academic Council may take *History 340/0*, the yearlong course in modern European history.

The department of history and social science grants no credit for summer study, including work completed at the Phillips Academy Summer Session. Ordinarily, the department of history and social science grants no credit for U.S. history courses taken in the ninth or 10th grade.

PLACEMENT

The History Qualifying Test (HQT) is given to Lowers and certain Juniors during spring term and to most new Uppers, Seniors, postgraduates and international students during the orientation period in September. The purpose of the test is to place students in the appropriate level of history study. For most students, the HQT indicates that they should begin the three-term U.S. history sequence (*History 300/4* and *310*) in September of their Upper year. Some students may, however, be advised to wait to begin the *History 300* sequence (*History 300/5*) a term later (in January) or a year later (the following September).

In all cases, individual placement is made by the department chair.

Phillips Academy Archive

The Department of History and Social Science encourages the use of the academy's extensive archival collection. For students who have completed *History 300* or *310* and are interested in pursuing work with the raw materials of history (including oral history), the academy archivist offers a unique tutorial-research opportunity on some aspect of the history of Phillips Academy or Abbot Academy. Students undertaking archival study for credit should apply for an Independent Project through the dean of studies.

REQUIRED SEQUENCE IN WORLD HISTORY

Four-year students are ordinarily expected to complete *History 100* and *History 200* before enrolling in other courses in the department. Three-year students must complete *History 200* before enrolling in other courses in the department. Exceptional Juniors and Lowers seeking to qualify for immediate admission to *History 340* may attempt to do so by taking the HQT described above. Those Lowers seeking

to postpone *History 300* for academic reasons must consult with their advisers and petition the office of the dean of studies.

HIST-100/0 **World History 1000-1550: When Strangers Meet**
(a yearlong commitment)

Four class periods a week. *When Strangers Meet* explores and connects key episodes in world history that contributed to the emergence of a global network. By delving into specific stories, from Mansa Musa's pilgrimage to Mecca, to Marco Polo's appointment to the court of Khubilai Khan, to the first interactions between European explorers and Native Americans, we will examine the political, social and cultural forces that shaped the development of society from 1000 to 1550. An equally important objective of the course is to hone the skills of historians and social scientists: the abilities to think objectively, to read and evaluate primary documents and secondary materials, to organize outline notes, to distinguish between more and less important evidence to employ in written and oral argument; to use library research tools, and to utilize a variety of textual, visual, statistical and physical materials to understand and explain the past.

HIST-200 **The Early Modern World**
(F-W-S) **1500-1800**

Four class periods. For Lowers. Focusing on developments in both the Western and non-Western worlds, this course offers an interregional perspective on the period 1500-1800. The course examines the economic competition that drew the nations of Europe into Asia, Africa and the Americas. Through close scrutiny of two case studies, the trades in spices and slaves, students will probe the intertwining of personal, political and economic relations that developed during this time. As in *History 100*, a central aim of the course is to enhance student development of the central skills of historical analysis and exposition. Particular emphasis will be placed on the skills of critical reading and historical writing.

REQUIRED SEQUENCE IN UNITED STATES HISTORY

HIST-300/4 **The United States (T2)**
HIST-300/5 (a two-term commitment)

Four class periods. For Uppers and Seniors. This course, along with *History 310*, completes the department's diploma requirements. The sequence emphasizes three goals: a survey knowledge of American history through the Great Depression, the acquisition of skills by daily exercises in reading, note taking and writing, and in depth study of organizing themes.

HIST-310 **The United States**
(F-S)

Four class periods. For Uppers and Seniors. Students must take *History 310* in the term immediately following their completion of *History 300*. The focus is on the United States during and after World War II. Prerequisite: successful completion of *History 300/4* or *300/5*.

Students completing this course who wish to take the College Board Advanced Placement examination should check with their teachers, since extensive review is required.

HIST-320/4 **United States History for International Students (T2)**
(a two-term commitment)

Four class periods. A course for entering Seniors for whom English is a second language and whose HQT scores indicate they are not ready for *History 300/4*. The course emphasizes language skills important to the study of American history. The subject matter focuses on the founding of the republic, constitution-building and how the American government works, the westward movement, the Civil War and the coming of urban-industrial, multiethnic America. The intention of the course is to recognize the special needs of these students and to bring them to a level of achievement so they may enter *History 310* in the spring term.

SURVEY OF MODERN EUROPEAN HISTORY

HIST-340/0 **Modern European History**
(a yearlong commitment)

Four class periods. This course is open to exceptional Lowers and Juniors (via HQT results and with permission from the department chair) and to Uppers. The course has proven to be good preparation for the Advanced Placement examination in European history. Successful completion of this yearlong course, together with a year of U.S. history (*History 300-310*) and *History and Social Science 100* for four-year students, satisfies the department's diploma requirement.

The fall term consists of background survey of the 16th, 17th and 18th centuries, with particular emphasis on the political, economic and intellectual revolutions that helped to mold the modern world. The focus of the winter term is the period 1800-1914, with continuing attention given to the shaping of modern thought, the emergence of the nation state and the effects of industrialism. In the spring term, the course covers topics in 20th century Europe: the two World Wars and their effects; the nature of totalitarianism and the Cold War and its aftermath. Reading is from primary and secondary sources, as well as fiction. Maps and visual materials are used where appropriate. (Dr. Quattlebaum)

ADVANCED COURSES

Advanced courses are open to students who have successfully completed at least one term of *History 300*. Each course has four class periods a week, unless noted otherwise. These courses may be taken for a term only, but students may choose to remain in two-term or yearlong elective sequences.

HIST-SS520 **Introduction to Economics**
(F-W) **(formerly HIST-SS410)**

Four class periods. The course introduces students to the basic principles of macroeconomics and its appli-cation and relevance to current public policy issues. Students examine the development of the contemporary global economy and are introduced to basic theoretical tools that help them analyze important economic issues. Classes consist primarily of discussions, although there are also some role-playing exercises, computer simulations, debates, guest speakers, films and student reports on their term projects. Students completing this course are eligible to take *History-Social Science 521* (*Economics II*) and/or *History-Social Science 522* (*Issues in Economics*).

HIST-SS521 **Economics II**
(W) **(formerly HIST-SS510)**

History-Social Science 521 continues the introduction to economics begun in *History-Social Science 520*. Students utilize the basic principles learned in *History-Social Science 520* and study microeconomics, theory of the firm, the organization of markets, and the role of governments in all areas of the global economy. Special attention is given to development economics, resource markets, questions concerning racial and gender wage discrimination and public sector issues such as health care and the economics of the environment. Students also study a range of economic development models and complete an applied research project using such models in relation to a contemporary developing country.

Classes consist primarily of discussions, although there will also be computer and role-playing simulations, problem sets and guest lectures. **Prerequisite**: successful completion of *History-Social Science 520.*

HIST-SS522 (S) Issues in Economics (formerly HIST-SS610)

This research colloquium investigates public policy issues in the field of economics. Students begin by studying the history of economic thought, relating it to our understanding of global economic development. After examining the works of Adam Smith, Karl Marx, Alfred Marshall, Thorstein Veblen and John Maynard Keynes, the class addresses a series of current policy questions, such as the debates over sustainable growth, tax reform, supply-side economics, labor organization, national industrial policy, pollution, population growth and welfare policy, and the ethical responsibilities of business. Classes center around discussion of individual students' works in progress; a term paper on an issue of choice is required. There is no final examination. **Prerequisite**: successful completion of *History-Social Science 520.*

HIST-SS530 (F-W-S) International Relations (formerly HIST-SS440)

This course will introduce the student to international relations by investigating 20th century international affairs. We will examine the 20th century historical setting in order to understand emerging developments in various areas of the world. Events in Asia, Africa, the Middle East, Europe and the Americas will be addressed as the current international situation unfolds. (Mr. Gurry)

HIST-SS531 (W-S) Comparative Government (formerly HIST-SS430)

This course introduces students to the world's diverse political structures and practices. A comparative study of six nations—Britain, France, Russia, China, Nigeria and Mexico—serves as a core for the course. By examining the political implications of different types of social and economic development, students become familiar both with general political concepts and with a broad array of specific issues, and they are able to use their knowledge as a template for examining contemporary events in other countries. Students customarily may choose whether to write an in-depth paper or take a final exam. The course does prepare students to take the AP examination in Comparative Government and Politics, though this is not its primary goal.

HIST-SS532/1 East Asia
HIST-SS532/2 (formerly HIST-460)

Each of these courses can be taken separately. If taken as a sequence, they offer students a comprehensive introduction to three of the world's most important countries, the region they share and their relations with the rest of the world.

FALL TERM—China. Following a rapid survey of Chinese history, we concentrate on modern China since the Opium War (1839-42). Required reading includes traditional and online text, selected articles and works of fiction chosen by students from an extensive booklist, and there is a term-long feature film series. There is an extensive intranet site used as a resource and in daily assignments. Students write a research paper. There is no final exam. (Mr. Drench)

WINTER TERM—Japan and Korea. Taught in conjunction with Japanese 300, this course offers a survey of Japanese history, an introduction to Japanese language and culture, and an intensive examination of modern Japanese and Korean issues. *No knowledge of the Japanese language is necessary.* Twice a week, the history and language classes meet together, while the history class uses its double period to investigate topics of recent or immediate importance. These have included Japanese modernization, "Japan, Inc.," "Japan: Economic Giant But Political Pygmy?" "Korea: The Forgotten War," "The South Korean Economic Miracle," and "North Korea: Starved, Armed and Dangerous." There is an extensive intranet site used as a resource and in daily assignments. Students write a research paper. There is no final exam. (Mr. Drench)

HIST-SS533/1 The Middle East &
HIST-SS533/2 Central and South Asia
(formerly HIST-480)

Each of these courses can be taken separately. If taken as a sequence, they offer students a comprehensive introduction to a broad swath of the world in which Islam is the most widely practiced faith, and with which the United States is intimately—and increasingly—involved.

FALL TERM—Stretching from Morocco to Kashmir, from the Balkans to Sudan to the former Soviet Central Asian republics, this vast area includes the world's oldest crossroads in the heart of the Middle East and a contemporary cauldron of issues competing for our attention. The fall term concentrates on the interior Middle East and North Africa. We survey history from the dawn of Islam to the present day, then examine selected issues in depth. These issues have included the Israeli-Palestinian conflict, the Gulf War, statelessness and terrorism, political Islam, women and minorities, water and oil, and the post-9/11 world. There will be guest speakers, films and opportunities for corresponding via e-mail with students in the region. In recent years, readings have included Thomas Friedman's *From Beirut to Jerusalem* and Gilles Kepel's *The Trail of Political Islam*, as well as journal articles and documents. There are extensive Internet and intranet sites used as a resource and in daily assignments. Students write a research or other major paper. There is no final exam. (Mr. Drench)

WINTER TERM—The winter term concentrates on the area between the Persian Gulf and Central and South Asia. There is an historical survey highlighting major themes, followed by in-depth investigation of modern and contemporary issues. These have included Iran's revolutions, the partition of India, the Indian-Pakistani rivalry, political Islam, and the re-emergence of Muslim states in Central Asia. Recent readings have included Ahmed Rashid's *Jihad* and Sunil Khilnani's *The Idea of India*, as well as articles and journal selections. There are extensive Internet and intranet sites used as a resource and in daily assignments. Students write a research or other major paper. There is no final exam. (Mr. Drench)

HIST-SS534/2 Africa and the World
HIST-SS534/3 (formerly HIST-470)

WINTER—A brief history up to the 20th century. This course examines the history of Africa and the world from the standpoint of three commodities: water, gold and rubber. We begin with water and its central role in the unfolding of the earliest civilizations along the Nile River, ancient Nubia, and relations with Egypt, 4000 to 1000 b.c.e. We move to gold, the engine of growth and power for the great West African kingdoms from 800 to 1500 c.e., and the relations these kingdoms had with Europe, the Middle East, and eventually India and China. We conclude with a look at the rule of rubber, a modern commodity that helped to spur one of Africa's tragic genocides as King Leopold of Belgium tried to capitalize in the Congo on global demand for automobile tires. As we examine history, every student will research a modern country. Open to Uppers and Seniors. **No prerequisites.** (Dr. Shaw)

SPRING—The modern challenge. Among the greatest achievements of the 20th century was the liberation of African countries from colonial rule. This course examines the modern history of the continent using the lens of economics. However, the course is designed for those who have not enrolled in formal economics courses but are interested in learning a few basic economic concepts. From the rationale for

colonialism and the sharing in Europe of the "Magnificent African Cake" (1885-1945), through the heady promise of growth and development with independence (1945-1980) to the current challenge of debt, aid and the question of post-colonialist dependency (1980-present). We will look at all three stages of modern history on the continent. Students will research one topic in depth. Open to Uppers and Seniors. **No prerequisites.** (Dr. Shaw)

HIST-SS535 **Latin American Studies**
(formerly HIST-490)
(not offered in 2003-2004)

Four class periods. This course surveys Latin American civilization, seen through its history, literature and culture from pre-Columbian times to the present.

FALL TERM—focuses on the Mayan, Aztec and Incan civilizations, the Spanish and Portuguese conquests, and the origins of present-day institutions and cultural patterns in the Iberian colonial period.

WINTER TERM—examines Latin America's movements of independence from Spain and Portugal, and then traces the emergence of political leadership patterns, the influence of the military, the role of the church, and the functions of class, gender and race in 19th century Latin American societies.

SPRING TERM—concentrates on major political, social and economic themes of the 20th century. The Mexican, Cuban and Nicaraguan revolutions, the causes and results of the wide social and economic gap between the classes, the U.S. role in Latin American affairs before, during and after the Cold War, and the region's place in a global economy are important components of this term.

Although each term may be taken independently, students with a keen interest in Latin America may choose to take two or three terms without fear of redundancy. Selected current events topics are pursued during the fall. This emphasis intensifies during the winter and becomes a major component of the spring syllabus. Films and literary works are used to portray how Latin Americans view their own reality.

HIST-SS536 **Topics in European History**
(formerly HIST-540)
(not offered in 2003-2004)

For Seniors, not open to those who have taken *History 340*. Four class periods. The study of Europe in this setting will follow the broad scheme of organization presented in *History 340*. Selected topics will be given greater attention than they receive in a survey course. Students wishing to prepare for the College Board Advanced Placement examination should confer with the instructor early in the fall term.

HIST-SS537 **Ancient History**
(formerly HIST-550)
(not offered in 2003-2004)

Four class periods. Each term of the course covers a unit of Greek and Roman history from the Minoan Period to the beginning of the Medieval Period. The fall term survey of Greek history, ending with the empire of Alexander the Great, makes full use of the Perseus Project: An Interactive Curriculum on Ancient Greek Civilization, a program incorporating the use of microcomputers with compact disks and video laser images. No experience in the use of computers is required. The winter term covers the period from the beginning of Rome until its transition from Republic to Empire; the spring term covers the Roman Empire until its transition to the medieval period.

HIST-SS570 **United States Race Relations**
(W) **(formerly HIST-SS620)**

This seminar focuses upon the myth of the melting pot and examines the forces that have made race a continuing theme in politics, economics and social interactions. Students analyze opposing viewpoints of recognized experts in the field of race relations and examine definitions of race, ethnicity, prejudice, discrimination and racism. To enhance communications, definitions of diversity and multiculturalism are examined and refined. Students are encouraged to discover impediments to positive race relations and to develop ways to facilitate greater understanding and respect among the several races that constitute the population of the United States. A major project paper is required as the culmination of the term's work. There is no final exam. (Mr. Rogers)

HIST-SS571 **Masculine/Feminine/Human: Issues in Gender Relations**
(W) **(formerly HIST-SS640)**

How do your sexuality and your identity as a male or female become shaped by the moment in history in which you live? Look across time at the way masculinity has been invented – was it always tied to hair on your chest, or muscles? Who decides what is feminine or appropriate behavior for women and girls? How have mass media shaped our beliefs about gender? This course will include reading, discussions, films, guest speakers and independent projects. Students have a wide variety of project options: service learning, research papers, Web-based learning or art. There is no prerequisite and there is no final examination. (Dr. Dalton and Dr. Rotundo)

HIST-SS572 **Nuclear Power and Weapons: Proliferation and Response**
(W) **(formerly HIST-SS650)**

This seminar follows the evolution of and reaction to atomic energy and The Bomb from the discovery of fission in 1938 on Otto Hahn's table in Nazi Germany, to Hiroshima, the Cuban missile crisis of 1962, the START talks and SDI and Chernobyl in the 1980s, and the increased danger of proliferation after the Cold War into the 21st century. Historians, chemists, physicists, political scientists and journalists are among those who tell the story, in lectures, documents and secondary accounts. Readings include: Grigori Medvedev, *The Truth About Chernobyl;* Richard Smoke, *National Security and the Nuclear Dilemma*, and *Bulletin of Atomic Scientists* articles (2000-2001). The course entails class seminars, field trips, films, readings, a research project and two period tests. (Dr. Quattlebaum)

HIST-SS573 **Urban Studies**
(S) **(formerly HIST-SS420)**

Urban Studies is both an academic and a service learning course, with each part informing and enlarging the other. The course explores the history and present shape of the nearby "immigrant city" of Lawrence and examines its people and their special situation in the context of broader historical, social and economic urban issues. It will also introduce developmental psychology, curriculum development and group skills. *Urban Studies* students will engage in internships in a Lawrence school. Beyond the core course work, reading, writing and discussion will be tailored to support the specific internship tasks. The course will culminate in an exhibition to synthesize the multidisciplinary academic work and the active internship learning. *Urban Studies* is a double course, counting for two credits. It is primarily for Seniors, who should apply to the instructor early in the winter term, although interested Uppers may apply. (Ms. Boehm)

HIST-SS574 (S) **Expansion and Indian Policy in 19th Century America: "Kill the Indian, Save the Man" (formerly HIST-680)**

In this course, students will explore the dramatic and often tragic events that accompanied the rapid expansion of white America in the 19th century. With the Louisiana Purchase in 1803, Thomas Jefferson hoped to realize his dream of expanding the United States. The journeys of Lewis and Clark and other explorers helped open up the continent and make the dream a reality. The remarkably rapid expansion of white America permanently altered the way of life for native peoples as they faced intrusion into their traditional homelands. Throughout the 19th century the white government developed policies to deal with the "Indian problem" from assimilation to removal, from reservations to allotment. In this course, students will examine these policies and the race theories that underpinned them. How influential, for example, was the measurement of human skulls by Samuel Morton for his *Crania Americana*? What did it mean to "kill the Indian and save the man?" And how, then, could white officials justify the destruction of the buffalo in the name of progress? Students will use the collections at the Peabody Museum, together with traditional written source materials, to uncover white and Indian perspectives as the continent came under the control of the U.S. government. (Mrs. Doheny)

HIST-SS575 (S) **Six Lives of the 19th Century: Searching for Salvation in the Fight Against Slavery**

This seminar explores the 19th century American antislavery movement through the lives of six prominent figures: Frederick Douglass, William Lloyd Garrison, Angelina Grimke, Harriet Beecher Stowe, Sojourner Truth and Theodore Dwight Weld, each of whom came to Andover Hill at one time or another – either as a resident or a visitor. To understand the antebellum period, we will consider the religious fervor that led up to the abolitionist movement and the sweeping array of reform movements that took place alongside abolitionism. The stories of these six remarkable characters will serve as our basis for understanding abolitionism in all its intensity and complexity. Finally, we will consider what role less famous people played in the movement, by using a case study even closer to home: the 1835 "antislavery rebellion" at Phillips Academy. Among the questions we will address are: What was it about this era in American history that spawned so many passionate efforts to improve the world? What motivates people to devote their lives to a crusade like antislavery? To what degree do the abolitionists deserve credit for bringing about the end of slavery? Can an individual life change the course of history?

Both secondary sources and extensive primary sources (especially the writings of the six characters) will be used. Students will be asked to write several short papers and undertake independent research. Informed class participation will be a vital part of assessment in this seminar. (Mrs. Chase)

HIST-SS576 (W) **The Great War, 1914-1919: Triumph and Tragedy (formerly *HIST-680*)**

Starting with the deceptively simple question: Who fought whom and why?, this seminar will study World War I in both geopolitical and human terms. By exploring the balance of power in Europe and the world in 1914, students will examine issues of nationhood, economic interdependence, and political leadership. Study of the events of the war itself will raise another set of questions about the justification of war and the means of fighting it. Equal attention will be given to the human costs of the war; literature, memoirs and film will be used to capture the physical and psychological trauma of World War I. The course will end with a look at the new world map drawn by the victors at Versailles in 1919 and its implications for the future. Independent reading, research and writing will be the bases for assessment. There is no final examination. (Ms. Mulligan)

Mathematics

The mathematics curriculum is built around a core sequence of eight trimester courses: three of elementary algebra, two of geometry, one of intermediate algebra and two of precalculus topics. The completion of these eight trimesters will satisfy diploma requirements, but two additional trimesters are required before a student may enter calculus. Placement of new students in the appropriate first course is made by the department, which considers the record in previous schools, the results of a self-administered placement test in elementary algebra that is sent to newly admitted students in the spring, and the course program chosen by the entering student.

Students entering with no prior study of algebra start with *Mathematics 100*; those with a partial year of algebra enter *Mathematics 150*. Students entering with a full year of algebra start with *Mathematics 210*. If the results of placement testing indicate a need for algebra review, then students who have not taken geometry start with *Mathematics 190* and continue to *Mathematics 210* in the winter.

New students who have taken one year of elementary algebra and one year of geometry will satisfy diploma requirements by taking *Mathematics 320*, *330* and *340*. Those with a strong background in intermediate algebra may enroll directly in *Mathematics 330*. If, on the basis of our testing, the student's algebra skills appear weak, then *Mathematics 250/4* may be required before *Mathematics 330* and *Mathematics 340*.

The department recognizes that it is appropriate for some students to accelerate their study of mathematics and consequently offers bypass exams in *Mathematics 320*, *330* and *360*. These exams are usually, although not always, taken after summer study. A student can prepare for a bypass exam by taking a summer school course, by being tutored or through self-study. Note that no credit for any summer school course is automatically granted. All students must demonstrate proficiency on a departmental exam. Permission of the department must be obtained before attempting to bypass any other course.

It is generally best to take the SAT II: Math Level IIC Subject Test in mathematics near

the end of or immediately following *Mathematics 360*.

For students who wish to go beyond the required level, the department offers many electives, some of which lead up to and beyond the Advanced Placement examinations of the College Board.

There are several elective sequences after *Mathematics 360*, most of which culminate in a calculus course or an AP statistics course. Some students take *Mathematics 510–520*, a yearlong calculus course. Others take a four-term sequence, either *Mathematics 560–570, AB Calculus* or *Mathematics 580–590, BC Calculus*. Still others take *Mathematics 600*, the yearlong *Honors BC Calculus* course. *Mathematics 530, AP Statistics*, is also an option and can be taken either before or after any calculus course. Other elective courses include *Mathematics 410* and *480*. *Mathematics 480* is often taken before starting a calculus course.

Every student enrolled in a mathematics course must have a Texas Instruments TI-83 Plus graphing calculator. The mathematics department uses the TI-83 Plus exclusively in class and requires students to have this specific brand and model. Students may purchase TI-83 Plus calculators by check or cash from the Phillips Academy mathematics department. The purchase price for scholarship students is less than for others. New students should not purchase a different model or brand of graphing calculator, as they will be required to have a TI-83 Plus.

COURSES LEADING TO SATISFACTION OF THE DIPLOMA REQUIREMENT

MATH-100/0 Elementary Algebra
(a yearlong commitment)

Five class periods. A yearlong course for students who have had little or no algebra. Stress is placed on an understanding of the elementary structure and language of the real number system, on the manipulative skills of simplifying expressions and solving first- and second-degree equations, and on the study and graphing of polynomial functions. Work is done with word problems, inequalities, irrational numbers and right triangle trigonometry. **Prerequisite:** none.

MATH-150/4 Elementary Algebra (T2)
(a two-term commitment)

Five class periods. A two-term course for those new students whose knowledge and skills are not strong enough to enter the one-term *Algebra Review* or *Geometry*. **Prerequisite:** a half to a full year of algebra.

MATH-190 Algebra Review
(F)

Five class periods. A course for students who enter with a full year of algebra and whose knowledge and confidence indicate they need a brief review of algebra. **Prerequisite:** a full year of algebra.

MATH-210 Geometry
(F-W-S)

Five class periods. A course for students who have had a strong ninth grade algebra course, but little or no geometry. This course is a thorough and systematic presentation of standard synthetic Euclidean geometry. Emphasis is placed on the need for precision and clarity in the writing of formal proofs. **Prerequisites:** a complete course in elementary algebra and good algebraic skills.

MATH-220 Geometry
(F-W-S)

Five class periods. This course continues the work of *Mathematics 210*, with increased emphasis on the algebraic and numerical aspects of geometry. **Prerequisite:** *Mathematics 210*.

MATH-250/4 Algebra Consolidation (T2)
(a two-term commitment)

Five class periods. A two-term course primarily for new students who have completed a yearlong geometry course but whose algebraic skills are not strong enough to place them in *Mathematics 320* or *330*. The course begins with a comprehensive review of elementary algebra and concludes with topics in intermediate algebra (as listed in the course description of *Mathematics 320*). Students who do satisfactory work in this course enter *Mathematics 330* in the spring. Students with a (T2) grade of "2" or "3" in *Mathematics 250* enter *Mathematics 320* in the spring.

MATH-310/0 Geometry and Precalculus
(a yearlong commitment)

Five class periods. A yearlong course for extremely able entering students who have completed with distinction an intermediate algebra course but have not completed a yearlong geometry course. The course covers Euclidean geometry (both synthetic and coordinate) and elementary functions. This course completes the diploma requirement and prepares students to enroll in *Mathematics 350*. **Prerequisite:** credit for one year of elementary algebra and one year of intermediate algebra.

MATH-320 Intermediate Algebra
(F-W-S)

Five class periods. For returning students this course is taken after *Mathematics 220, Geometry*. Topics include sets; properties of real numbers; factoring; fractional and negative exponents; radicals; absolute value; solutions of linear, quadratic and radical equations and word problems. In addition, students are introduced to the more advanced features of the TI-83 Plus graphing calculator. **Prerequisite:** *Mathematics 220* or its equivalent.

MATH-330 Precalculus
(F-W-S)

Five class periods. An exploration of relations and functions with the TI-83 Plus graphing calculator. The uses of graphs and tables to solve equations, systems of equations, and inequalities are introduced. Students have the opportunity to collect data and create functions to describe the behavior. **Prerequisite:** *Mathematics 320* or its equivalent.

MATH-340 Precalculus
(F-W-S)

Five class periods. An exploration of functions in greater detail and with more abstraction. Multiple representations of a function—as a table of values, as a graph and as an algebraic rule—are a central theme. Elementary functions (polynomial functions and inverse functions, in particular) and their transformations, compositions and applications are emphasized. Completion of this course satisfies the diploma requirement. **Prerequisite:** *Mathematics 330* or its equivalent.

Entering Seniors whose prior work has not satisfied the diploma requirement must complete *Mathematics 390/4 (T2)* or *Mathematics 400* or a term of calculus.

MATH-390/4 Elementary Functions I and II (T2)
(a two-term commitment)

Five class periods. Designed for entering Seniors who need to satisfy the diploma requirement in mathematics, the course includes a review of the fundamentals of algebra, analytic geometry of lines and circles, and extensive work with elementary functions. Strong emphasis is placed on graphing and on the use of graphs as an aid in problem solving. The winter term focuses on polynomial, exponential, logarithmic and trigonometric functions and their applications. **Prerequisite:** credit for three years of high school mathematics.

MATH-400 Elementary Functions II
(F)
Five class periods. A course primarily for entering Seniors who need to satisfy the diploma requirements in mathematics but who do not need the two-term *Mathematics 390/4*. The course is comparable to the winter term of *Mathematics 390/4* and focuses on functions and their applications, including polynomial, exponential, logarithmic, circular and trigonometric functions. Strong emphasis is placed on graphing and the use of graphs as an aid in problem solving. **Prerequisite:** credit for three years of high school mathematics or permission of the department.

ELECTIVE COURSES

Only courses with sufficient enrollment will be given.

MATH-350 Precalculus
(F-W-S)
Five class periods. This course focuses on rational, exponential and logarithmic functions. The TI-83 Plus graphing calculator is used for continued study of non-linear data sets with special attention to sets that grow exponentially and logarithmically. Elementary work with arithmetic and geometric sequences is included. **Prerequisite:** *Mathematics 340* or its equivalent.

MATH-360 Precalculus Trigonometry
(F-W-S)
Five class periods. This is the standard course in circular and trigonometric functions with applications. It is required for those wishing to go on to *Mathematics 480* or calculus. Occasionally, superior students who complete *Mathematics 330* with distinction do *Mathematics 360* on their own during the summer preceding their enrollment in *Mathematics 340* and *Mathematics 350* in order to qualify for calculus in the spring. Such students must take an examination in *Mathematics 360*. **Prerequisite:** *Mathematics 350* or permission of the department.

Mathematics 410, *470* and *480* are non-calculus electives that may be taken either before beginning a calculus course or as alternatives to the calculus course. Of these four courses, *Mathematics 480* is the natural extension of the *Mathematics 340, 350, 360* precalculus sequence, developing earlier work more deeply and strengthening a student's command of algebra and trigonometry. *Mathematics 410* and *470* are courses in non-continuous, discrete mathematics, an area of growing importance that is quite different from the precalculus/calculus sequence.

MATH-410 Probability
(F-W-S)
Four class periods. Includes sample spaces, counting problems, sampling, conditional probability, random variables, expected value, variance, standard deviation, binomial and normal distributions. The computer is used on applications that are too time-consuming to perform by hand and to simulate experiments for which there are no models. **Prerequisite:** *Mathematics 350* or its equivalent.

MATH-470 Discrete Mathematics
(W)
Four class periods. This course covers selected topics of discrete mathematics and their applications to engineering, computer science and the real world, including combinatorics, sets, mathematical logic, recursion, graphs and networks. **Prerequisite:** *Mathematics 360* or its equivalent.

MATH-480 Analytic Geometry
(F-W-S)
Four class periods. This course is an extension of earlier work on lines and curves in the plane. It includes extended locus problems and further study of the conic sections: parabolas, ellipses and hyperbolas and their simple rotations. The course includes an introduction to the algebraic description of three-space: vectors, curves, planes, simple surfaces and their intersections. **Prerequisite:** *Mathematics 360* or its equivalent.

MATH-500/5 Advanced Mathematics (T2) (a two-term commitment)
Four class periods. Primarily for Seniors, but open to other students who want to continue the study of functions and get an introduction to calculus. Topics include analytic geometry, complex numbers, sequences, series, iteration and an introduction to calculus. The calculus topics will include limits, problems of optimization, rates of change, areas under curves and lengths of curves. **Prerequisite:** *Mathematics 360*, *Mathematics 400* or an equivalent course in trigonometry and elementary functions.

MATH-510 Calculus
(F)
Five class periods. Primarily for Seniors. Topics covered include a review of functions and graphing, limits, continuity, determination of derivatives and integrals from graphs of functions (not from their formal definitions). **Prerequisite:** *Mathematics 360*, or the equivalent, or *Mathematics 500*.

MATH-520/5 Calculus (T2) (a two-term commitment)
Five class periods. This is a continuation of *Mathematics 510*. Topics covered include the definite integral, the Fundamental Theorem of the Calculus, further differentiation of functions, techniques and applications of integration. The most successful students will be in a position to do the AB Advanced Placement examination in calculus. **Prerequisite:** a grade of "3" or higher in *Mathematics 510* or permission of the department.

MATH-530 AP Statistics I
(F)
Four class periods. The first term of a yearlong sequence that prepares for the Advanced Placement Examination in Statistics. This term primarily covers the exploratory analysis of data, making use of graphical and numerical techniques to study patterns, and developing plans for data collection of valid information. **Prerequisite:** *Mathematics 360* or permission of the department.

MATH-530/5 AP Statistics II (T2) (a two-term commitment)
Four class periods. A continuation of *Mathematics 530* finishing the syllabus for the Advanced Placement examination in May. Topics include probability as the tool for producing models, random variables, independence, normal distribution, simulation, sampling, statistical inference, confidence intervals and tests of significance. **Prerequisite:** *Mathematics 530*.

MATH-560 AB Calculus I
(S)
Five class periods. This is the beginning of the four-term calculus sequence that, together with *Mathematics 570*, covers the syllabus of the AB Advanced Placement examination. This term focuses primarily on differential calculus: limits, continuity, derivatives and applications of derivatives. Some integral calculus may be covered if time permits. Graphical, numerical and analytic methods will be used throughout the course.

Prerequisite: *Mathematics 360* or its equivalent with no grade lower than a 3 in *Mathematics 340, 350* and *360*.

MATH-570 AB Calculus II
(F)
Five class periods. This course continues the work of *Mathematics 560* in preparation for the AB Advanced Placement examination. Topics include integration and applications of integral calculus. Prerequisite: *Mathematics 560* completed with at least a "3" or *Mathematics 580*.

MATH-570/5 AB Calculus II (T2)
(a two-term commitment)
Five class periods. A continuation of *Mathematics 570* finishing the syllabus for the AB Advanced Placement Examination. Prerequisite: *Mathematics 570* completed with a least a "3" or *Mathematics 590*.

MATH-580 BC Calculus I
(S)
Five class periods. This is the beginning of a four-term calculus sequence recommended for students who are well prepared in precalculus. With *Mathematics 590* it covers the syllabus of the BC Advanced Placement examination. Topics covered include primarily differential calculus: limits, continuity, derivatives, the Chain Rule, related rates and the Mean Value Theorem. Some integral calculus is also covered. Graphical, numerical and analytic methods are used throughout the course. Prerequisite: *Mathematics 360* or its equivalent with no grade lower than a "4" in *Mathematics 340, 350* and *360*. Those students who do not meet this requirement should either take *Mathematics 560* or take *Mathematics 480* followed by *Mathematics 510*.

MATH-590 BC Calculus II
(F)
Five class periods. This course continues the work of *Mathematics 580* in preparation for the BC Advanced Placement examination. Topics include integration and applications of integral calculus. Prerequisite: *Mathematics 580* completed with a grade "4" or departmental permission.

MATH-590/5 BC Calculus II (T2)
(a two-term commitment)
Five class periods. A continuation of *Mathematics 590* finishing the syllabus for the BC Advanced Placement examination. Prerequisite: *Mathematics 590* completed with a grade of "3" or better.

MATH-600/0 Honors BC Calculus
(a yearlong commitment)
Five class periods. A yearlong course in calculus that begins only in the fall. Enrollment is limited to the most able mathematics students. Satisfactory completion of this course prepares students for the College Board BC Advanced Placement examination. This course may require more than the standard four to five hours per week of homework. In order to qualify for this course, returning students must perform satisfactorily on a special precalculus entrance examination given the previous spring term. Prerequisite: *Mathematics 360* or its equivalent, departmental permission and demonstrated excellence on entrance tests.

MATH-630/1 Honors Mathematics
MATH-630/2 Seminar
MATH-630/3
Four class periods. Each term's seminar will be devoted to one topic, which will be developed in depth. The term's topic will be announced the previous term and might be: Topics in the History of Mathematics; Numerical Methods and Approximations; Non-Linear Dynamical Systems—Instability, Chaos and Fractals; Complex Analysis; Abstract Algebra—Groups, Rings and Fields; Mathematical Models in the World Around Us; Topics in Discrete Mathematics; or Number Theory. Participants need to be prepared to work on one topic in great detail and, in some seminars, to work as part of a team on the solution of problems. Prerequisite: three terms of calculus or departmental permission.

MATH-650 Linear Algebra
(F)
Four class periods. For students of demonstrated ability and interest. Vectors, lines and planes in space and an introduction to linear algebra including matrices, Gaussian elimination, vector spaces and eigenvectors. Prerequisite: *Mathematics 590* or *Mathematics 600*, or departmental permission.

MATH-650/5 Calculus of Vector Functions (T2)
(a two-term commitment)
Four class periods. A continuation of *Mathematics 650* covering functions of many variables, partial differentiation, gradients, vector valued functions, multiple integration and its applications, line integrals and Green's Theorem. Prerequisite: *Mathematics 650*.

COMPUTER COURSES

The mathematics department teaches introductory and advanced computer science courses and supports some more advanced independent study.

COMP-310 Computer Applications
(F-W-S) and Web Page Design
Four class periods. This one-term course exposes students to using a personal computer with personal productivity applications like Microsoft Excel and PowerPoint, as well as the design of simple web pages. The first half of the course will cover the design of spreadsheets (data entry, formulas and functions, graphing, databases) and the creation of presentations (templates, inclusion of graphics and data, animation). After an overview of the hardware and software architecture of a PC and the Web to start the second half of the class, students will learn the HTML language, allowing them to design their own web pages. This course does not qualify a student for *Comp-500*. Prerequisite: none.

COMP-350 Introduction to
(F-W-S) Programming and Computer Science
Four class periods. This one-term course introduces students to computer hardware and software and then focuses on the fundamentals of programming using the Java language. The course will cover Java syntax and style, data types, conditional statements, and loops. It will also introduce the concepts of object-oriented programming, relating them to Java classes, fields and methods. Students will learn how to write and test short programs, design simple algorithms, and use software development tools. A grade of "4" or higher in this course qualifies a student for *Comp-500 (AP Computer Science I)*. Prerequisite: enrollment in *Math 210* or demonstration of some degree of abstract thinking and formal logical reasoning.

COMP-500 Advanced Placement
(F) Computer Science I
Five class periods. The first term of a yearlong course in algorithms, object-oriented programming, and data structures, guided by the course description of the College Board's AB-level Advanced Placement exam in Computer Science. The course covers Java language syntax and style, classes and interfaces, lists and iterators. This course may require more than the standard four to five hours per week of homework. Prerequisite: a grade of at least "4" in *Comp-350*, or permission of the department.

COMP-500/5 Computer Science (T2)
(a two-term commitment)

Five class periods. This course is the continuation of *Comp-500* in Java. The emphasis is on data structures and larger programs. This course completes the preparation for the AB-level Advanced Placement exam in Computer Science. The students will study abstract data types (stacks, queues, binary trees, priority queues, etc.), recursion, and algorithms (searching, sorting, hashing, etc.). The course may require more than the standard four or five hours per week of homework. **Prerequisite:** *Comp-500.*

COMP-630 Advanced Topics in
(F-W-S) Computer Science

Four class periods. This class offers students with experience and advanced knowledge of Computer Science the opportunity to explore specific topics beyond the College Board's AP curriculum. Topics will vary from year to year, and may include Graphical User Interface design, introduction to computer graphics, or introduction to database design. This course may require more than the standard four or five hours per week of homework. **Prerequisite:** a grade of at least "5" in *Comp-500*, or permission of the department.

Music

All entering students must take a music placement test to determine at what level they should enter the music curriculum. Students without much previous experience in music will enter the curriculum by taking *Music 200* or *Music 210.* Students who read music and who have played an instrument for several years, but who have not had much formal classroom study, generally enter the curriculum by taking *Music 220* in the Junior year or *Music 250* in later years. Students who read music, who are experienced on an instrument, and who demonstrate proficiency in music history and/or theory will enter the curriculum by taking either *Music 260* or *Music 270.*

Approximately half of entering Juniors will satisfy their diploma requirements in music by taking either *Music 210* or *Music 220,* depending on placement. Members of the Junior class who do not take *Music 210* or *Music 220* will satisfy their requirements in one of two ways. Many of these students will take *Music 200* during the Lower year and then complete their diploma requirements by taking either an ensemble for credit (*Music 150–180*), or any course higher than *Music 210.* Students who bypass *Music 200* as a result of their performance on the music placement test will satisfy their diploma requirements by taking two courses higher than *Music 220.*

Entering Lowers must take a total of three trimesters of art and music, with at least one course in each area. Subject to their performance on the music placement test, most will take *Music 200.* Students who take *Music 200* and who then elect to take a second music course to fulfill the diploma requirements in art and music will take either an ensemble for credit (*Music 150–180*) or any course higher than *Music 220.* Entering Lowers who, as a result of their performance on the music placement test, bypass *Music 200* will take one music course higher than *Music 220.* If such a student decides to take a second music course to fulfill the three-term requirement in art and music, she or he may do so by taking any course higher than *Music 220.*

Entering Uppers must take a trimester course in either music (*200* level or above) or art at the academy. Entering Seniors should take one trimester of either music (*200* level or above), art or theatre.

Students may take any course below the *200* level at any time and, if they desire, repeatedly. *Music 200,* or exemption on the basis of performance on the music placement test, is a **prerequisite** for all upper-level electives.

APPLIED MUSIC

Courses in this section may be taken any time.

MUSC-150 Fidelio Society
(F-W-S)

Two class periods. Open to all classes. This small group of mixed voices is selected from the chorus (*Music 170*). It performs on numerous occasions throughout the year both on chorus programs and on its own. Its repertoire includes music of all types, early and modern, sacred and secular. Membership is by audition and is conditional upon continued good standing in the chorus. A student may take *Music 150* and *Music 170* simultaneously, but only one will be for credit. This course, if failed, cannot be made up by examination. (Ms. Skelton)

MUSC-160 Band
(F-W-S)

Two class periods. Open to all qualified students. Try-outs are held any time before the beginning of a term to test the student's ability and to arrange for seating. There are some school-owned instruments available for student use. All types of music for wind ensemble are rehearsed, including marches as well as classical, popular and show music. Some sight-reading is done, and at least one public concert per term is given. Students taking this course for credit must be taking either instrumental lessons or a weekly seminar in music theory. This course, if failed, cannot be made up by examination. (Mr. Monaco)

MUSC-170 Chorus
(F-W-S)

Two class periods. Open to all qualified students. The chorus is the academy's major singing group composed of mixed voices, and it performs a variety of choral works, both sacred and secular. Those wishing to take the course on a non-credit basis need no previous choral participation, just a desire to work hard and attend all the rehearsals. Students taking the course for credit must either be taking voice lessons or a weekly seminar in music theory. If they have not sung in the chorus before, they may take the course for credit only with the permission of the instructor. This course, if failed, cannot be made up by examination. (Mr. Walker)

MUSC-180 Chamber Orchestra
(F-W-S)

Two class periods. Open to all classes. Most of the music played is for string orchestra, the best winds in the school are invited to join for larger works. While Chamber Orchestra may be elected as a credit-bearing course, it is also an activity in which all are invited to participate. Students taking this course for credit must either be taking instrumental lessons or a weekly seminar in music theory. This course, if failed, cannot be made up by examination. (Mr. Thomas)

MUSC-190 Private Instrument and Voice Lessons
(F-W-S)

Two class periods per week, plus required attendance at three on-campus concerts per term. Open to Lowers, Uppers and Seniors. Juniors may enroll in the course only with the permission of the department chair. One class meeting each week is a 30-, 45- or 60-minute instrumental or voice lesson. The other weekly class meeting is a theory seminar that reinforces notational and aural skills. Lessons are available on all band and orchestral instruments and, in addition, on the piano (classical and jazz), organ, harpsichord, harp, guitar (classical, folk, rock and jazz), bagpipes and voice.

Music 190 as a credit course—instrumental lessons may be taken for credit or non-credit—is designed for students of all levels of ability who wish to study an instrument seriously. Instrumental study should not be entered into lightly. This work requires great commitment, self-motivation, independence and discipline. In order that maximal progress is accomplished in minimal time, *Music 190* credit students are expected to practice one hour every day. They must also prepare for a performance of their work at the end of the term.

There is a charge of $31 per 30-minute lesson, $43 per 45-minute lesson and $54 per 60-minute lesson. Keyboard players are assessed a charge of $25 per term for their use of practice pianos and organs. The academy owns many other instruments that may be rented for $25 per term. Financial assistance for lessons and/or instrument rental is available for students who are on scholarship. A *Music 190* credit student who is classified by the music department as a beginner MUST take *Music 190* for two consecutive trimesters. *Music 190*, if failed, cannot be made up by examination.

MUSC-191 Private Instrument and Voice Lessons (non-credit)
(F-W-S)

One class period. Weekly non-credit lessons are available on all band and orchestral instruments and, in addition, on the piano (classical and jazz), organ, harpsichord, harp, guitar (classical, folk, rock and jazz), bagpipes and voice.

There is a charge of $31 per 30-minute lesson, $43 per 45-minute lesson and $54 per 60-minute lesson. Keyboard players are assessed a charge of $25 per term for their use of practice pianos and organs. The academy owns many other instruments that may be rented for $25 per term. Financial assistance for lessons and/or instrument rental is available for students who are on scholarship.

DIPLOMA REQUIREMENT COURSES

The following five courses contribute toward satisfying the diploma requirement in music. Performance on the music placement test determines with which course a student should enter the music curriculum.

MUSC-200 The Nature of Music
(F-W-S)

Five class periods. This course offers a basic introduction to music literature, theory, performance and composition. Music from many cultures and historical periods is examined in an attempt to increase student awareness of the patterns of syntax and vocabulary that comprise all musical language. Students compose several original compositions, and they also receive instruction on musical instruments. No previous experience in music is required.

MUSC-210/0 The Nature of Music (for Juniors)
(a yearlong commitment)

Three class periods. Open to Juniors only. This course presents all of the material contained in *Music 200* and pursues composition further with the use of computers. No previous experience in music is required.

MUSC-220/0 The Nature of Music B (for Juniors)
(a yearlong commitment)
Three class periods. This course is designed for Juniors who have had some experience reading music and playing an instrument. As a more advanced version of *Music 210*, it will include exercises in composition, with more extensive use of music technology. Study of some core works of music literature from a variety of cultures will help develop listening skills, and there will be opportunities for live music-making in class.

MUSC-250 Survey of Music History (F-W-S)
Five class periods. A one-term survey of music history with a primary focus on music of the Western world. The course progresses chronologically from ancient music to the music of today, exploring along the way the religious, social, historical and human issues surrounding music and its composition. **Prerequisite:** *Music 200* or a bypass of *Music 200* on the basis of performance on the music placement test.

MUSC-260/2 Music Literature and
MUSC-260/3 Analysis
Five class periods. This course examines closely individual works of Western music with the help of live and recorded music, musical scores and CD-ROM programs. In the winter term the focus is on medieval chant and early polyphony, and single works by Bach, Mozart, Haydn and Beethoven. In the spring term we study works by Josquin, Schubert, Berlioz, Debussy and Stravinsky. Students placed in this course should have plenty of experience singing or playing an instrument. (Mr. Walter)

MUSC-270 Introduction to Theory
(F) and Composition
Five class periods. Entering students are expected to have at least a rudimentary familiarity with musical notation. A quick review of notation is followed by the study of scales, intervals, tonality, harmony, melodic organization, voice-leading, four-part choral writing, harmonic progression and style period analysis. Ear training skills are developed through dictation and sight-singing, and keyboard skills are introduced. Students acquire some skill and experience working with computer programs for ear training and music-processing. During the term, students compose several original compositions including the final project of a minuet in the classical style. This course combines with *Music 440* and *450* to form a yearlong sequence.

INTERMEDIATE ELECTIVES

Each of the following upper-level courses requires a course taken previously at the *200* level.

MUSC-310 Jazz
(W-S)
Four class periods. A study of the history of classic jazz, dating back to its roots in Africa, its development in New Orleans, its spreading to New York and Chicago, and its influence on music today. A survey of ragtime, blues, Dixieland, fox-trot, on through the big band era of the '30s, concluding with the jazz rock of today. A study of the influence and contributions of the major personalities such as W.C. Handy, Jelly Roll Morton, Louis Armstrong, Basie, Whiteman, Gershwin and the rest of the greats. (Mr. Cirelli)

MUSC-340 African Drumming
(F-W-S) Ensemble
Pass/Fail. Four class periods. This course focuses upon the rhythmic dimension of music, introduces the role of music in African culture and teaches improvisational and ensemble skills. The school owns 20 African drums, which allows for as many as 20 students to be enrolled at any time. If skill and interest permit, public performances will be arranged. This course, if failed, cannot be made up by examination. A $25 fee is charged for the use of the school's African drums. (Mr. Alade)

MUSC-360 Electronic Music
(W-S)
Four class periods. This composition course is designed to enable students with modest notational skills to use electronic equipment in order to compose music. Equipment used includes mixing board, analog and four-track tape recorders, digital stereo and eight-track recorders, analog and digitally controlled synthesizers, drum machine, Macintosh computer, and sequencing software (Professional Performer). Projects include compositions in the style of *musique concrète* and other sound collages using synthesizers. Space limitations in the electronic music studio require that the course be limited to nine students per term. Students must reserve three, two-hour private work sessions in the studio per week. A lab fee of $25 is charged for the use of the equipment. This course does not focus on popular music. *Music 360*, if failed, cannot be made up by examination. (Mr. Monaco)

MUSC-370 Advanced Electronic Music
(W-S)
Four class periods. This course continues to develop the skills and techniques introduced in *Music 360*. A $25 lab fee is charged for the use of the equipment. **Prerequisite:** *Music 360*. *Music 370*, if failed, cannot be made up by examination.

MUSC-380 Words and Music
(W)
Four class periods. This course focuses on works of art in which words and music cooperate. Following a loosely chronological path, this course examines music from Renaissance motets and madrigals, Baroque and classical operas and Romantic art songs, to contemporary song cycles. Along the way, connections between the written word and music are explored. Literature studied has included Joyce's *The Dead*, Shakespeare's *A Midsummer Night's Dream*, Woolf's *A Writer's Diary* and Baldwin's *Sonny's Blues*. The stories of Orpheus, *A Midsummer Night's Dream* and Don Juan are traced through their many incarnations, including, wherever possible, movies. Student assessment is based upon contribution to class discussions, short papers, occasional quizzes and an original project involving both words and music at the end of the term. *Music 380* counts as a course in which Seniors do some writing in the English language.

ADVANCED ELECTIVES

Each of the following courses may require more than the standard four to five hours per week of homework.

MUSC-440 Intermediate Theory and
(W) Composition
Five class periods. Continuing from where *Music 270* leaves off, this course examines dominant seventh chords, leading-tone sevenths, and nondominant seventh chords. In an attempt to bring theoretical knowledge into practice, score analysis is emphasized both in and out of class. Regular homework devoted to ear-training, sight-singing and dictation begins to prepare students for the AP exam in the spring. During the term, students compose two major original works: a set of variations in the classical style, and an original song setting of either a pre-existing poem or an original text. **Prerequisite:** *Music 270* or permission of instructor.

MUSC-450 (S) **Advanced Theory and Composition**

Five class periods. Completing the theory sequence, the focus for this term is on preparation for the AP exam in May. This exam, if successfully passed, will ensure that students receive college credit for their year of music theory study. Material covered includes modulation, secondary dominants, serialism and other 20th century compositional techniques. American popular song, blues and jazz. Students compose two major works: a 12-tone composition and a "Sesame Street" song in one of the popular styles studied. Prerequisite: *Music 440* or permission of instructor.

MUSC-500 (S) **Chamber Music Performance Seminar**

Four class periods. This summary course affords students an opportunity to apply their theoretical knowledge to practical music-making through the analysis and performance of chamber music. The process of performance and its attending anxieties will also be studied through readings and exercises. Class work consists of sight reading, performing, coaching, and discussing chamber works and performance issues. Homework consists of individual practice, group rehearsal, and readings from books about performance. Students are expected to be advanced instrumentalists and they will generally have taken at least one course beyond *Music 250*. Because different literature is studied each term, this course may be taken more than once. Prerequisite: permission of the department. If failed, this course cannot be made up by examination.

Natural Sciences

In order to participate fully in society, citizens require knowledge of scientific issues and an understanding of how those issues relate to their lives. People who are broadly educated and who also have special expertise in the sciences are vital to the well-being of our planet and its inhabitants. A central goal for our students is that they gain scientific literacy by engaging in many of the processes of science.

The diploma requirement in science is two year long science courses. Four-year students are reminded of the academic guideline for a year (yearlong course or three terms) of science beyond the two year requirement.

A strong academic background will include some experience in biology, chemistry and physics. Four-year students generally take biology in the ninth grade, followed by chemistry in the 10th grade; however, individual interests, backgrounds and abilities may indicate other appropriate sequences.

Each department offers advanced courses for students who wish to add depth to their science studies, and focused, term-contained courses that are not advanced to allow students to discover and explore an interest in biology, chemistry or physics outside the traditional introductory syllabus. In addition, advanced interdisciplinary work may be undertaken in the *Environmental Science* and *Molecular Biology* courses.

The natural sciences division gives priority to staffing the yearlong science courses. Students who wish to take a full year of science can be so guaranteed only by taking a yearlong course. Enrollment in term-contained science courses is limited and determined by seniority.

Biology

The biology department offers a yearlong introductory course which satisfies part of the diploma requirement for a laboratory science. Most Juniors will take *Biology 100* as their introductory science course. Uppers and Seniors are placed in *Biology 550* or *560, 570, 580* by the department chair. In general, students who have had a year of biology and honors in chemistry, or have had AP Chemistry and AP Physics, will be in the *560, 570, 580* sequence. Most other students who wish to take the Biology AP exam should take *Biology 550*.

Lowers may take biology only by special permission from the department chair.

BIOL-100/0 **Introduction to Biology** (a yearlong commitment)

Five class periods each week, including significant time in the laboratory. This course is for Juniors. The course is theme-based and focused on major biological topics. Studying a core text will be supplemented with other readings, writing assignments and data analysis and interpretation. Students will learn a variety of study skills and will have an introduction to library research tools. Laboratory experiments and fieldwork are designed to acquaint students with fundamental biological principles and to build skills in the methods and techniques used to elucidate those principles.

BIOL-410 (W) **Ecology**

Five class periods, of which two will be in the field or laboratory. For Uppers and Seniors who have completed a yearlong science course. This course will begin examining the basic concepts of ecology, such as energy flow, food chains and pyramids, nutrient cycles and population dynamics. The majority of the work will focus on major topics of human ecology, such as world population, global warming, ozone destruction, water treatment, waste disposal and energy choices for now and the future. A project or paper will be required. Not open to students who have taken *Environmental Science 500/0*.

BIOL-420 Animal Behavior
(F)

Five class periods, of which two will be in the laboratory. Open to Uppers and Seniors who have had one year of laboratory science, the course is designed to familiarize the student with the basic principles of animal social behavior. The topics that receive the greatest emphasis are territoriality, aggression, mating strategies, courtship, parental behavior, migration, dominance and the evolution of behavior patterns. Throughout the course, an effort is made to relate the behavior of animals to the behavior of humans. A project or a research paper will be required.

BIOL-421 Ornithology
(S)

Five class periods, of which two will be in the field or laboratory. Open to Uppers and Seniors who have completed a yearlong science course.

No other group of chordates has captured the human imagination like birds. In the United States alone approximately 30 million homes have installed birdfeeders, and the sale of feeders, seed, binoculars and bird guides has become a multibillion dollar business. The goal of this course is to provide an in-depth look into the world of birds by studying the anatomy, physiology and natural history of these feathered vertebrates. The Andover area is rich in habitat diversity and corresponding bird species, and a portion of the course will be dedicated to learning the identity (both visually and acoustically) of a segment of this local population. Labs will include field trips, birdhouse construction, and the study of bird anatomy using dissections and models.

BIOL-440 Human Genetics
(F-S)

Four class periods. Open to Uppers and Seniors who have had one year of laboratory science. The entire human genome has been sequenced, and cloning of a human being is a distinct possibility. We now have the capability to modify the human genome in any number of ways. Explore the world of human genetics, from the DNA that makes up our chromosomes to the public policy and ethical issues that will impact how we live in the 21st century. Along the way we will examine the impact of genetics on human evolution, infectious and molecular disease, cancer, modern reproductive technology, transgenics, stem cell technology and human cloning. Not open to students who have taken biology at the *500*-level or above.

BIOL-450 Microbiology
(W)

Four class periods. Open to Uppers and Seniors who have had one year of laboratory science, this course will examine public health threats posed by selected microorganisms. We will study the biology and epidemiology of these microorganisms and learn how to keep ourselves healthy, developing an awareness of personal and global public health issues. From AIDS and malaria to strep throat and the common cold, bacteria, parasites and viruses affect our quality of life and are major obstacles to world development.

BIOL-550/0 Advanced Placement Biology
(a yearlong commitment)

Six class periods, of which two will be in the laboratory. This course is open to Uppers and Seniors who wish to study biology in depth and prepare for the Advanced Placement examination in biology. **For lowers, permission of the department chair is required.** This rigorous college-level survey course treats the topics covered in an introductory biology course in greater depth and places greater emphasis on chemistry. Laboratory work is an integral part of the course. (Students who received a final grade of "5" or "6" in *Chemistry 300* (or above) and who have had some biology should take the *Biology 560, 570, 580* sequence. *Biology 550* is NOT open to those who have completed *Biology 560, 570* or *580.) Biology 550* may require more than the standard four-to-five hours per week of homework. **Prerequisite**: one yearlong course in chemistry. Uppers and Seniors who have not had a yearlong biology course may take this course after consulting with the department chair.

BIOL-560 Cellular Biology (AP)
(F)

Six class periods, of which two will be in the laboratory. Following a brief review of chemical principles, the course examines the major classes of biomolecules and how they are synthesized and degraded in the cell, with emphasis on reactions associated with energy conversion pathways such as respiration and photosynthesis. Enzyme function is considered both in terms of mechanisms of action and with regard to kinetics. The relationship between structure and function at the molecular level is emphasized in studies of molecular genetics and the control of genetic expression. Biotechnology is introduced through the laboratory. Not open to those who have had *Biology 550*. This course may require more than the standard four to five hours of homework per week. **Prerequisite**: Honors in a yearlong course in chemistry. Previous work in biology is strongly recommended. Students who have not had a yearlong biology course must have the permission of the department chair to take this course.

BIOL-570 Human Anatomy and Physiology (AP)
(W)

This six-hour course includes an in-depth consideration of some of the major systems of the human body. Emphasis is placed on the relationship between structure and function at the cellular, tissue, organ and organ system levels. Not open to those who have had *Biology 550*. This course may require more than the standard four to five hours of homework per week. **Prerequisite**: *Biology 560* or permission of the department chair.

BIOL-580 Evolution and Ecology (AP)
(S)

Six class periods, of which two will be in the field or laboratory. Sustainability and change are the central themes through which we will consider evolution and ecology. Evolution is a major unifying theme in biology, and the mechanism of natural selection serves as a foundation for examining ecosystems and relationships between populations. Problems of societal concern will be discussed. Plant physiology will be viewed in the context of evolution and ecology. A short library research paper will be required. Not open to those who have had *Biology 550*. This course may require more than the standard four-to-five hours of homework per week. **Prerequisite**: yearlong courses in biology and chemistry or *Biology 560* and/or *Biology 570*.

BIOL-600 (F,W) Molecular Biology Laboratory Research

This is a course in laboratory research in molecular biology. Open to Uppers and Seniors. **Permission of the instructor is required.** Meets eight class periods (four double periods) a week. Students in this course will learn laboratory techniques for working with DNA and bacteria. Experiments will center on the molecular genetics of microorganisms, including the isolation, cutting and splicing of DNA by recombinant DNA biotechnologies and the polymerase chain reaction. After learning a core of methodologies that are used in professional labs, students will apply them to short, focused research projects in biotechnology.

Uppers may use this course as a springboard for a science competition project, which would be accomplished at a professional lab during the following summer. Reading articles in scientific journals as appropriate is part of a student's research. Students will also be asked to keep a lab journal and to write and present a scientific paper. This course, if failed, may not be made up by examination. **Prerequisite**: one year of biology and one year of chemistry with grades of "A" or above.

BIOL-610 (W-S) Molecular Biology Independent Research

Students wishing to continue work from *Biology 600* may apply directly to the instructor for permission to enroll in *Biology 610*. Enrollment is strictly limited and is at the discretion of the instructor and the biology department chair. Laboratory schedules will be determined on a case-by-case basis; however, a student must be able to be in the lab for a minimum of eight hours per week at times when the instructor is available for supervision. This course is an advanced course that may require more than the standard nine hours of work per week. Requirements for successful completion of the term are similar to those for *Biology 600*. This course, if failed, cannot be made up by examination.

Chemistry

The chemistry department offers two yearlong introductory courses in chemistry, each of which fulfills part of the diploma requirement for a laboratory science. Placement in *Chemistry 250* and *Chemistry 300* is generally based on concurrent mathematics placement. Students who wish to take the Chemistry AP exam may prepare for it by taking either *Chemistry 550* (a yearlong course) or *Chemistry 580* (an advanced, second-year course).

Juniors and lowers may take *Chemistry 550* with permission of the department chair.

CHEM-250/0 Introduction to Chemistry
(a yearlong commitment)

Five class periods per week. An introduction to the chemical view of the material world, including atomic theory, atomic structure, chemical reactions, the nature of solids, liquids, gases and solutions, general equilibria, acid-base theories, electrochemistry and aspects of nuclear chemistry. Emphasis is placed on developing problem-solving skills as well as on making connections between chemical principles and everyday life. The pace of this course is adjusted to ensure that students have ample opportunity to ask questions. Laboratory work is an integral part of the course. The syllabus is appropriate preparation for the College Board SAT II Test. High honors work adequately prepares a student for *Chemistry 580*. **Co-requisite**: registration in *Mathematics 190* or above.

CHEM-300/0 College Chemistry
(a yearlong commitment)

Five class periods. This course is an introduction to the theoretical framework of modern chemistry, including atomic structure, chemical bonding, phase changes, solutions, chemical reactions, thermodynamics, kinetics, general equilibria, acid-base equilibria, electrochemistry, and aspects of inorganic and nuclear chemistry. Emphasis is placed on developing problem-solving skills and understanding the experimental basis of theories. A college-level text is used. Laboratory work is an integral part of the course. The syllabus of this course is appropriate preparation for the College Board SAT II Test. **Co-requisite**: registration in at least *Mathematics 320* or its equivalent.

CHEM-440 (W) Chemistry of Nutrition

Four class periods per week. Open to Uppers and Seniors only. This course will study carbohydrates, fats, proteins, vitamins, minerals and phytochemicals with respect to their chemical structure, role in the human body and occurrence in food. The connection between diet and disease will be examined as well. What is the nature of the relationship between fat and cancer, and fat and heart disease? What are the data underlying the fiber hypothesis and the protective role of antioxidant vitamins? Other topics, such as sports nutrition, energy balance and food additives, will also be addressed. A short research paper on some topic of interest will be required as well as a final exam. **Prerequisite**: one year of biology, chemistry or physics.

CHEM-460 (S) Chemistry of the Environment

Four class periods. Open to Uppers and Seniors only. This course is concerned with the effect of chemistry on the earth and the implications of human action on the environment. Current issues—such as global warming, ozone depletion, air and water pollution, chemical waste and alternative sources of energy—are discussed. Chemical theories and principles are introduced as needed. **Prequisite**: One year of biology, chemistry or physics.

CHEM-550/0 Advanced Placement Chemistry
(a yearlong commitment)

Six class periods, two of which are in the laboratory. Open only to Uppers and Seniors who will be enrolled in at least *Mathematics 350*. For Lowers, permission of the department chair is required. This course is not open to students who have taken *Chemistry 300* or its equivalent. This is a rigorous course that treats the topics addressed in college chemistry in greater depth and prepares students for the Advanced Placement examination in chemistry. Laboratory work is an integral part of the course. This course may require more than the standard four to five hours per week of homework. The syllabus of this course is appropriate preparation for the College Board SAT II Test. A short research paper or laboratory project may be undertaken in lieu of a final exam at the end of the Spring Term.

CHEM-580/0 Advanced Chemistry
(a yearlong commitment)

Six class periods per week. Open to students who have a high honors grade ("6") in *Chemistry 250* or a "4" or above in *Chemistry 300*. This is a rigorous second-year course that builds on the principles learned in the first year. It prepares students for the Advanced Placement examination and also includes topics beyond the AP syllabus. Laboratory work is an integral part of the course. Students will have an opportunity to review current literature on selected topics or select a lab research topic in preparation for a class seminar they will present in lieu of a final exam at the end of the spring term.

BIOL-600 Molecular Biology
(F-W) Laboratory Research

This is a course in laboratory research in molecular biology. Open to Uppers and Seniors. Permission of the instructor is required. Meets eight class periods (four double periods) a week. Students in this course will learn laboratory techniques for working with DNA and bacteria. Experiments will center on the molecular genetics of microorganisms, including the isolation, cutting and splicing of DNA by recombinant DNA biotechnologies and the polymerase chain reaction. After learning a core of methodologies that are used in professional labs, students will apply them to short, focused research projects in biotechnology.

Uppers may use this course as a springboard for a science competition project, which would be accomplished at a professional lab during the following summer. Reading articles in scientific journals as appropriate is part of a student's research. Students will also be asked to keep a lab journal and to write and present a scientific paper. This course, if failed, may not be made up by examination. **Prerequisite**: one year of biology and one year of chemistry with grades of "4" or above.

CHEM-610 Organic Chemistry
(F)

Four class periods. This course introduces many of the basic reactions and concepts students will encounter in their future studies of chemistry, biology or medicine. Rather than covering a large number of reactions, as might happen in a second-year (full year) college organic chemistry course, this course emphasizes an understanding of general principles of reactivity and mechanism. The classroom work is supplemented by demonstrations and laboratory investigations, through which students learn the fundamental tools of this highly empirical science. In addition, each student gains detailed knowledge of an area of active research related to organic chemistry. After selecting a topic of interest, each student prepares a paper and a class seminar, using current scientific literature. This course may require more than the standard four to five hours per week of homework. **Prerequisite**: completion of either *Chemistry 550* or *Chemistry 580*.

Environmental Science

In addition to *Chemistry of the Environment (Chemistry 460)*, *Ecology (Biology 410)* and *Evolution and Ecology (Biology 580)*, an advanced, interdisciplinary course in Environmental Science is offered.

ENVR-500/0 Environmental Science
(a yearlong commitment)

Five class periods. The course begins with a study of the components of the biosphere and the fundamental principles that underlie the interdependence of the earth's systems, including energy flow and the recycling of matter. Students will consider renewable and nonrenewable resources in the context of population dynamics. Discussions of pollution and environmental quality will lead to the study of global change, both natural and human-induced. As we develop our knowledge, we will examine critically environmental issues presented in the news media. This analysis will lead to discussions on the roles of economic forces, cultural and aesthetic considerations, ethics and environmental regulations in shaping our biosphere.

This course may require more than the standard four to five hours of homework per week. **Prerequisite:** one yearlong course in biology and one yearlong course in chemistry. Not open to students who have taken *Biology 410*.

Physics

The physics department offers three levels of a yearlong introductory lab science that could go toward fulfilling the diploma requirement: *Physics 250/0*, *Physics 300/0*, *Physics 550/0* or *Physics 550M/0*. Seven different term-contained electives complement the yearlong offerings and can serve toward fulfilling the diploma guidelines. The following is a rough breakdown of all students enrolled in physics: about 10 percent are in *Physics 250/0*, 40 percent in *Physics 300/0*, 30 percent in the 500 levels, and the remaining 20 percent enroll in the electives. **Students who wish to take *Physics 250*, typically limited to Uppers and Seniors, must secure permission of the department chair.** The placement into yearlong courses is based mostly on the level of math proficiency, though other factors such as confidence and difficulty of schedule are also considered. Students who are enrolled in or have taken precalculus (*Mathematics 340*) are best served by *Physics 300*. Students have the option, but are not required, to enroll in the AP-level courses if appropriate prerequisites in math have been attained.

PHYS-250/0 Introduction to Physics
(a yearlong commitment)

Five class periods. All students who wish to enroll in *Physics 250* must secure written permission from the department chair. Typically, the course is limited to Uppers and Seniors who do not meet the requirement for *Physics 300*. An introductory course in the basic concepts of physics that emphasizes student participation and labwork. For some labs, computer technology helps to produce accurate data. The topics are covered in a less rigorous mathematical way than in *Physics 300*. **Co-requisite**: Registration in at least *Mathematics 210*.

PHYS-300/0 College Physics
(a yearlong commitment)

Five class periods. Not open to Juniors, except by permission of the department chair. A non-calculus physics course, including a study of classical mechanics, electricity, magnetism, wave motion, light, relativity and atomic and nuclear physics. Laboratory work is an integral part of the course. The syllabus of this course is appropriate preparation for the College Board SAT II subject test in physics. **Co-requisite**: Registration in at least *Mathematics 340* (or permission of the department chair if in *Mathematics 330* in the fall term).

PHYS-320 Classical Mechanics
(F)

This course covers the same material as the first trimester of *Physics 300/0*. Upon completion of this course, a student may, with departmental permission, transfer into *Physics 300/0*. Students who have a schedule conflict with *Physics 320* should still sign up for *Physics 320*. They may be placed into a *Physics 300* section and will be permitted to drop after the fall term.

PHYS-340 Cosmology
(F-W-S)

Four class periods. Cosmology is the study of the structure and origin of the universe. Topics may include the birth and death of stars, stellar temperatures, magnitudes and distances, the structure and origin of galaxies, the Big Bang, the search for extraterrestrial life, and the possible fate of the universe. Class time will be replaced by an evening observation session in the Thornton Observatory of Evans Hall every Tuesday night. **Prerequisite**: prior completion of or concurrent enrollment in one chemistry or physics course, and registration in at least *Mathematics 340*.

PHYS-350 Physical Geology
(S)

Four class periods. A general introduction to physical geology, to include minerals, rocks, measurement of geologic time by radioactivity and fossils, volcanoes, seismology and earth structure, deformation of strata, faults, and plate tectonics. Some of the periods will be used for laboratory work. **Prerequisite**: previous completion of one year of physics or chemistry, and registration in at least *Mathematics 340*.

PHYS-360 Meteorology
(W-S)

Four class periods. Meteorology is the study of the atmospheric environment, or weather. Topics may include the structure of the atmosphere, atmospheric energy transfers, optics and moisture, the formation of dew, fog, clouds and precipitation, pressure, forces and wind, storms, forecasting and climate change. **Prerequisite**: Completion of one yearlong chemistry course in addition to either completion of *Physics 320* (or the equivalent) or completion of *Physics 250*.

PHYS-420 Electronics
(S)

Four class periods. A course in modern solid state electronics that considers passive circuit elements and their combinations, diodes, transistors and integrated circuits. There will be considerable laboratory work. **Prerequisite**: previous completion of or concurrent enrollment in *Physics 300* and completion of *Mathematics 360*.

ADVANCED PLACEMENT COURSES

These courses (*550*, *550M* and *580/4*) prepare students for one or both parts of the C level AP examination. This AP exam consists of two distinct parts that are graded separately: i) Mechanics, and ii) Electricity and Magnetism. *Physics 550* and *Physics 580* prepare students for both parts, whereas *Physics 550M* prepares students only for the mechanics portion.

PHYS-550/0 Advanced Placement Physics: Mechanics, Electricity and Magnetism
(a yearlong commitment)

Five class periods. *Physics 550* prepares students for both i) Mechanics and ii) Electricity and Magnetism of the C level Advanced Placement examination and is a rigorous course that may require more than the standard four to five hours of homework per week. Open to students who will be enrolled in at least *Mathematics 590* and either have not taken any previous physics or have taken a previous physics course but do not qualify for *Physics 580*. Students may sign up for this course with their academic advisers in the spring or may request it on their course registration forms. The department chair may instead suggest enrollment in *Physics 300* or *Physics 550M*.

PHYS-550M Advanced Placement Physics: Mechanics
(not offered in 2003-2004)

Five class periods. Open to students who want a rigorous course of introductory physics and prefer to study mechanics in more breadth and depth, instead of covering electricity and magnetism, as is currently done in *Physics 550*. This course prepares students for the mechanics portion of the C level AP examination and may require more than the standard four to five hours of homework per week. **Prerequisite**: same requirements as *Physics 550*, or permission of the department chair.

PHYS-580/4 **Advanced Placement Physics (T2)**
(a two-term commitment)
Five class periods. This is a rigorous course in mechanics (fall term) and electricity and magnetism (winter term). Calculus will be used as required. This course prepares candidates for the C level Advanced Placement examination in physics and entrance to honors level programs in physics at the university level. This course may require more than the standard four to five hours of homework per week. **Prerequisite:** an honors grade in *Physics 300* or its equivalent and enrollment in at least *Mathematics 590* or its equivalent.

PHYS-600 (S) **Relativity and Quantum Mechanics**
Four class periods. Relativity and quantum mechanics are two theories that completely revolutionized our thinking about the universe. The course is a survey of the basic ideas underlying these theories. Special mathematical techniques needed for a better understanding of the material are developed in the course. This course may require more than the standard four to five hours of homework per week. **Prerequisites:** completion of *Physics 580* or concurrent enrollment in *Physics 550* and enrollment in at least *Mathematics 590.*

PHYS-650 (W) **Physics Seminar**
Four class periods. The focus of this course is intermediate mechanics. Topics will vary according to the interests of the instructor and the students. This course may require more than the standard four to five hours of homework per week. **Prerequisite:** completion of *Mathematics 590* and of the fall trimester of *Physics 550* or *Physics 580*, or permission of the instructor.

Philosophy and Religious Studies

The department seeks to initiate students into three distinctive human quests: the search for meaning, the search for justice and the search for the foundations of knowledge. The process of initiation is intended not only to provide an introduction to outstanding literature in the field but also to assist the student in effecting a personal appropriation of the search and in developing the necessary skills for its pursuit. Active class participation is an essential part of this process; hence failed courses usually cannot be made up by examination alone.

The department diploma requirement is successful completion of any one-trimester course; this requirement applies only to those who attend Phillips Academy for three or four years. Four-year students fulfill their requirement in the Lower year. Courses are offered at a variety of levels. All courses involve four class periods.

PHRE-240 **Religious Discoverers (not offered in 2003-2004)**

PHRE-300 (F-W-S) **Asian Religions: An Introduction**
Four class periods. Not open to Juniors; priority given to Lowers. The aim of this course is to introduce students to religious traditions that originated and flourished in Asia and are practiced by people throughout the world today. Using an approach that is both critical and empathetic, students will explore the fundamental structures of belief, meaning and practice that constitute the traditions of Hinduism, Buddhism, Taoism and Confucianism. In doing so, students will also explore their own essential questions of meaning in dialogue with these traditions. Texts include *The Bhagavad-Gita, The Tao Te Ching* and *The Dhammapada.*

PHRE-310 (F-S) **Religions of the Book: Judaism, Christianity and Islam**
Four class periods. Not open to Juniors; priority given to Lowers. This course introduces students to the religious traditions that originated in the Middle East, flourished in and formed the West, and are practiced by people throughout the world today. Using an approach that is both critical and empathetic, students will be introduced to the origins and history of each tradition. They will become acquainted with the fundamental structures of belief and meaning that shaped adherents' lives, the rituals that formed and renewed them, and the social teachings that moved them to action. In doing so, they will learn something about the character of each religious path and about the questions to which we all seek answers.

PHRE-320 (F-W) **Biblical World Views: An Introduction**
Four class periods. Not open to Juniors; priority given to Lowers. Why was the world created? Why are we humans placed on this earth? What are we like? What should we try to achieve in life? How should we treat one another, other creatures, and the planet on which we live? For many centuries the Hebrew Bible (Old Testament) provided for many people a response to such questions. In our day, however, the message has become both distant and increasingly unfamiliar. In this course we shall look at the literary composition and the historical setting of the Hebrew Bible, then read selected passages of biblical narrative and reflection which introduce persons and principles central to the biblical view of the world, its inhabitants and its Creator.

PHRE-330 (W-S) **The New Testament Perspective**
Four class periods. Not open to Juniors; priority given to Lowers. The course will consider, in their cultural and historical context, the person and teaching of Jesus of Nazareth, the development of the early Christian community, and the religious claims of that community concerning the Christ.

PHRE-340 (F-W-S) **Introduction to Ethics**
Four class periods. Not open to Juniors; priority given to Lowers. Students in this discussion course will be introduced to a variety of approaches to ethical reflection. Through the use of classical texts and personal and literary stories, students will develop a common vocabulary with which to understand and critically evaluate their moral experience.

PHRE-360 Proof and Persuasion
(F-W-S)

Four class periods. Not open to Juniors; priority given to Lowers. A practical introduction to informal logic and to the philosophical study of language. Some of the questions raised are: What is the difference between a good argument and a poor one? What are the common fallacies of thought? What are the limitations of logic? What are the meaning of "meaning" and the truth about "truth?" The course stresses the development of individual skill in argument and includes a critical examination of the patterns of thought one encounters every day in magazines, in newspapers and on television.

PHRE-370 Views of Human Nature
(F-W-S)

Four class periods. Not open to Juniors; priority given to Lowers. A critical examination of selected traditional and contemporary views of human nature with the following questions in mind: Do we have a characteristic nature? What are our basic needs, purposes, rights, obligations and values? To what extent are our actions determined by heredity and instinct? Are we free? Are we responsible for our actions? Do the answers to any of these questions differ for males and females? Given an understanding of human nature, how should we structure society to satisfy our needs and take advantage of our potential? Class discussions and written exercises are designed to encourage participants to develop views of their own against a background of a basic understanding of the readings.

PHRE-420 Responses to the Holocaust
(W)

Four class periods. Open to Uppers and Seniors and to Lowers with permission of the instructor. An exploration of the Holocaust through diaries, memoirs, films, works of fiction and later non-fiction reflections on the phenomenon. Questions to be engaged will include: What was it like for the victims? What was it like for the perpetrators? Who were the bystanders? How could it have happened? What elements from Jewish, Christian and secular tradition contributed to its possibility? What inspired and motivated resistance and how were resistance efforts sustained? How have various Jewish, Christian and secular thinkers responded to the challenge of this event? What have been some of its effects on our own feelings about life and human beings? Texts may include *Night, Between Dignity and Despair, The Sunflower, Tales of the Master Race, Ordinary Men, The White Rose.* Films may include *Night and Fog, One Survivor Remembers, Weapons of the Spirit, America and the Holocaust.*

PHRE-430 Law and Morality
(F-W-S)

Four class periods. Open to Uppers and Seniors, and to Lowers with permission of the instructor. A critical examination of issues that arise out of the relationship between law and morality. Questions of concern include: For what reasons, if any, should an individual obey or disobey the laws of society? Which kinds of governments (monarchy, aristocracy, democracy, etc.), if any, are legitimate? To what degree should society restrict the freedom of individuals through laws on matters like abortion, pornography, race and sexual relations? Class discussions and written exercises are designed to encourage participants to develop views of their own against a background of basic understanding of the readings. These include selections from the works of Plato, Hobbes, Rawls and Martin Luther King Jr.

PHRE-440 Nonviolence in Theory and Practice
(S)

Four class periods. Open to Uppers and Seniors, and to Lowers with permission of the instructor. Gandhi and Martin Luther King Jr. are well known figures who successfully applied nonviolence to conflict situations in the 20th century. Is nonviolence still a viable option for us today? In this course we will study Gandhi, King and contemporary practitioners who assert that nonviolence is both a viable and a necessary means of combating all forms of violence, including terrorism. Readings will include works by Gandhi, Bondurant, King, Sharp, the Dalai Lama and other contemporary practitioners.

PHRE-450 In Search of Meaning
(not offered in 2003-2004)

Four class periods. Open to Uppers and Seniors, and to Lowers with permission of instructor.
FALL TERM—Suffering, Resistance and Hope. The range of human capacity for cruelty and compassion, cowardice and heroism, blindness and vision has marked the 20th century and continues to unfold before us. From South Africa to Bosnia and from China to the United States, experiences of suffering, resistance and hope raise important issues of human responses to political and social oppression. What are the origin, nature and purpose of suffering? What are the sources of individual and collective resistance? Is hope futile in the face of escalating violence? By looking through the multiple lenses of philosophical texts, literature and film at particular global struggles we shall explore these and other questions in a seminar format.
SPRING TERM—Identity. How is the notion of "self" defined and understood? Are we the fundamental authors of our own identity or is there an "essence" of who we are that is formulated and sustained beyond our finite existence? What roles do culture, family, race, ethnicity, gender, class, religion and sexuality play in our understanding of self? We will explore these and other questions related to identity in dialogue with authors representing a variety of religious and philosophical traditions. Texts may include *A Border Passage*, Ahmed; *Till We Have Faces*, Lewis; *Holy the Firm*, Dillard; *Nausea*, Sartre; *Angels in America*, Kushner; *Being Peace*, Thich Nhat Hanh.

PHRE-460 Bioethics: Medicine
(W)

Four class periods. Open to Uppers and Seniors. Is a physician's confidentiality absolute? When can we experiment on human beings? How should we treat defective newborns? Should the government be telling doctors what they may and may not do? What about the Hippocratic Oath? Who should set the ethical standards for medicine? What is ethics, anyway? Considering these and other questions, through case studies, discussion and readings, this course provides a brief introduction to moral philosophy, its application to issues in medicine and medical research, and its role in setting public policy.

PHRE-470 Bioethics: The Environment (S)

Four class periods. Open to Uppers and Seniors. In this course we will investigate a variety of philosophical approaches to the ecological issues confronting us here at the turn of the century. Topics for exploration will be determined by class interest and may include the following: global warming and the Kyoto Accord; population and development; consumption patterns and consequences; animal rights; environmental racism; ecology and economics. Texts may include *Living Downstream, The Death of Nature, Ecological Literacy* and *Ecological Footprint.*

Each of the following courses may require more than the standard four to five hours per week of homework.

PHRE-500 Existentialism (F-W)

Four class periods. Open to Uppers and Seniors. The term existentialism covers a broad range of attitudes and values joined together by an emphasis on human existence. The authors brought together in its name share a characteristic concern for the problems of meaning, identity and choice that confront men and women in everyday life. The lectures, discussions and readings are designed to help us locate and express these problems as they confront each of us in his or her own life and to assist in understanding and resolving them by drawing on the experiences and insights of the major existentialist thinkers. Readings may include: Nikos Kazantzakis, *Zorba the Greek*; Friedrich Nietzsche, *Thus Spake Zarathustra*; Jean-Paul Sartre, *No Exit* and *Being and Nothingness*; Sören Kierkegaard, *The Sickness unto Death*; Martin Buber, *I and Thou.*

PHRE-510 In Search of Justice (W)

Four class periods. Open to Uppers and Seniors. Through reading, writing and discussion, participants will be encouraged to develop their own views on justice in dialogue with Plato, Mill, Marx and Freire. Questions to be considered include the following: Who or what decides what is just? God? Nature? The powerful? Society? My emotions? The economic system? The oppressed? Is justice relative or absolute? What authorities are invoked to justify various claims? How do you determine what is just and unjust? How is justice defined in contemporary contexts? The aim of the course is to better equip students to make their own contributions to the ongoing debates regarding what constitutes justice in contemporary society. Toward this end, the final third of the course will be devoted to a class project investigating a contemporary social issue and developing theories of justice in response to the challenges posed. Possible topics include abortion, affirmative action, capital punishment, education, the environment and homelessness.

PHRE-520 Great Philosophers (S)

Four class periods. Open to Uppers and Seniors. Participants in this upper level course in philosophy will explore a single idea and the questions that arise in its elucidation and application. Topics will change from year to year and may include love, globalization, leadership or competition. Important thinkers from a variety of traditions and points of view will be consulted. Final projects will include presentations of the results of individual or group research. The topic for the spring of 2004 will be the nature, worth, and future of globalization.

PHRE-530 Advanced Topics in Religion (S)

Four class periods. Open to Uppers and Seniors. This multidisciplinary seminar course will examine differing perspectives on a variety of religious topics. This year the course will focus on Islamic cultural studies, an introduction to modern Islamic influences in a variety of cultural contexts. Areas of focus could include the United States, Indonesia, Kenya, Pakistan, Iran, Central Asia, Turkey and Egypt. In this comparative study, we will give attention to both the unity and diversity of Islam as it is manifested in contemporary religious, political and cultural expressions in several of the countries outlined above. Consideration will be given to origins, formative developments, and religious thought and practice as well as the influence of Islam on gender and family life, economic structures and modern political conflicts and expressions. The first half of the course will focus on a general introduction to Islam. The second half of the term will be devoted to group projects where students will focus on Islamic cultural studies in one of the chosen countries. This is an advanced course open to Seniors and qualified Uppers. There are no prerequisites.

Physical Education

All three- and four-year students are required to complete *Physical Education 100* by the end of the Lower year.

PHED-100 Physical Education (F-W-S)

Pass/Fail. Limit of 15 students per section. Five class periods per week. The course is designed to provide students with a foundation to make sound decisions and to promote lifetime wellness. Through the use of the pool, ropes course, fitness center and other areas of the athletic complex, the course aims to foster individual development along with group success. One period per week is lecture-discussion, requiring some outside reading or other preparation. If the course is failed, the student will repeat it, in full or in part, during a subsequent term. Lowers will be preassigned.

Psychology

The psychology department offers two elective courses that examine fundamental concepts in the field. Particular emphasis is placed on helping the student explore the interface between psychological knowledge and personal growth. This is accomplished by utilizing teaching strategies that integrate formal academic work with frequent opportunities for student participation and self-exploration.

PSYC-420 Introductory Psychology
(F-W-S)
Four class periods, for Uppers and Seniors. A survey course designed to introduce the student to the complexity and diversity of psychological inquiry. Emphasis is placed on the application of basic psychological principles to individual experience in order to expand awareness of both self and others. In addition, the broader implications of psychological findings for an integrated understanding of human development and behavior are considered. Topics to be covered may include psychoanalytic, behavioral and humanistic theories of the person; psychosocial, cognitive, moral and early childhood development; human motivation and personality; social behavior; abnormal behavior; and research techniques in psychology. A combination of objective examinations, individualized writing assignments and an end-of-term research project is utilized to evaluate the student's learning. The spring term section of this course offers an optional community service component.

PSYC-430 Developmental Psychology
(S)
Four class periods, for Uppers and Seniors. An examination of human growth and development from infancy through adolescence. The role of early experiences and biological factors in later formation of personality and intellectual and motivational behaviors will be considered. Different theoretical perspectives (psychodynamic, social learning and biological) of psychological development will be examined as they relate to developmental milestones. Among the theorists to be studied are Piaget, Erikson, Freud, Gilligan and Bandura. The format of the course includes readings, films, quizzes, written assignments and both group and individual projects. (Dr. Alovisetti)

Theatre and Dance

Only four year students are subject to a theatre and dance requirement. That requirement is fulfilled exclusively by the *Theatre 200* (Perception & Performance) course, usually taken in the Lower year. All other courses in the Department of Theatre and Dance are electives, open to the various classes as noted. Courses in theatre are designed for students who wish to explore formally the elements of stage work and to supplement (or substitute for) extracurricular work in productions. A variety of experiences is available: Some courses result in performance or technical projects; some courses study theory; some do both. Theatre students are encouraged, though not required, to supplement their class work by participating in any of the numerous productions mounted each year. All courses in theatre and dance, if failed, cannot be made up by an exam.

THEA-200 Perception & Performance
(F-W-S) (one-half course)
Two single class periods and one double period, with one hour of outside class preparation each week. This experiential class will involve students in an exploration of how human beings perceive universal conditions and respond through performance. The course will explore the collaborative process and give students an opportunity to experience and understand a dramatic event. Ritual, character and story will serve as focal points for sections of our discovery while we introduce different theatrical styles and each of the various elements of complete technical theatre. Throughout the course students will be made aware of how the theatre comments on the historic conflicts of an age or reflects the human condition. Focusing on theatre as a performing rather than a literary art, all concepts in the course will be developed through experiential exercises, culminating in a short performance.

THEA-210 Introduction to Acting
(F)
Four class periods. Open to all classes, this course is designed for students with little or no acting experience. By doing exercises in movement and voice production, reading, improvisation and scenes, a student who is curious about the theatre may determine whether he or she has ability or interest in acting while learning something of the process of characterization, the major responsibility of the actor. The emphasis is on the variety of acting experiences rather than on a polished final product. (Mr. Heelan)

THEA-270 Lighting
(W)
Four class periods. The course will introduce the student to the art of lighting design while also providing an opportunity to observe light in nature, art, stage, screen and created environments. The course will allow the individual to gain applied practical understanding regarding the color theory of light, the psychology of color and light, and controllable qualities of light. The design process will be utilized as a method of dramatic interpretation. Artistic expression will be achieved through practical use of lighting instruments, laboratory projects, experiments and school productions when applicable. (Mr. Murray)

THEA-280 Costuming
(F)
Four class periods. An introductory exploration into the areas of costume design and costume construction, this course will highlight primary design elements utilized in costume design for the stage and screen, i.e., line, color, tone, texture, movement, mood composition, balance and focus. The course will examine historical period silhouette and the art and craft of the stage costume. Practical experience will be given in areas including construction, flat patterning, draping and fabric manipulation. (Mr. Murray)

THEA-290 Scene Design
(S)
Four class periods. This course will introduce the student to the elements that inform the scenic designer's choices (the theme and mood of a script, lines of action, focus, constraints, whimsy) and discuss methods of formulating cohesive, functional and effective design for a show.

The student will be introduced to many materials and techniques available to a designer for realizing his or her ideas as a physical product. Special attention will be spent on the process of the design concept: collaboration, formulation, presentation, discussion, evaluation and reworking. Students will be graded on both design projects and classroom participation. This is a seminar class that relies upon the open and frank exchange of ideas to stimulate creativity. (Mr. Bacon)

THEA-330 Theatre Theory and History (S)
Four class periods. Open to Seniors and Uppers. Lowers may enroll with permission of the instructor. We will trace the role of theatre in Western culture from the Greeks to the present American stage, focusing on how important artists broke through theatrical plateaus, creating new forms to communicate with their audiences. The vehicles for our lecture discussion-based journey might include plays and writings by Aeschylus, Shakespeare, Moliere, Strindberg and Miller; designs from the Romans, the Elizabethans, Reinhardt, Craig, Appia and Mielziner; and theorists such as Aristotle, Stanislavsky, Brecht, Beck and the Bread and Puppet Theatre. A major term project will wrap up the course with students' thoughts on how to push beyond present plateaus to re-establish the vitality of theatre for our culture today.

THEA-360 Introduction to Directing (S)
Four class periods. Since directing plays is the most complex of theatrical tasks, this course will focus on methods to unlock the life of a script in the realization of production. Studies will include historic styles and productions, emphasizing their staging. Students will learn the dynamics of floor plans and their effect on blocking, the potentials for lighting and its effect on mood, the importance of rhythm and spectacle and strategies to harness them. While no class on directing can function without including discussion of the actor's craft, this class will only touch on this area, which will be further developed in *Theatre 510*. **Prerequisite:** *Theatre 210, 270, 280* or *290* or permission of the instructor. (Mr. Heelan)

THEA-380 Technical Production (F-W-S)
The course meets four times weekly for two hours and requires minimal outside preparation. This is a practicum course in which students work on the technical production elements (scenery, costumes, lights and/or sound) for the play or plays being produced by the *Theatre 520* class(es). Students are free to focus on any or all technical disciplines under the guidance of Mr. Bacon (scenery and sound) and Mr. Murray (costumes and lights), although specific productions may emphasize some elements over others. *Technical Production* may be taken as a sixth course only if the student has no grade below a "4" the previous trimester. Note: For 2003-2004, Mr. Bacon's section (scenery and sound) will NOT be offered in the fall.

THEA-400 Dance Theory and History (F-W) Through Production
This topical course will feature a different aspect of dance theory each term, which will be linked to and demonstrated through performance. Students study historical periods, choreographers, and the relevance of dance to their culture. Recent topics include Trisha Brown Art and Dance in Dialogue, the image of masculinity in dance, the history of ballet, and the interaction of words and choreography. The total time required for this course (class time plus homework) may exceed the standard nine hours per week. Enrollment in the course will be determined by the instructor; please notify the instructor of interest. (Ms. Wombwell, Mr. Broomfield)

THEA-420 Public Speaking (F-W)
Four class periods. The course has a dual objective: to learn how to speak easily in front of others, and to learn how to construct a speech and perform the speech in English. Students give prepared speeches on a variety of topics.

THEA-510 Advanced Acting and (W) Directing Workshop
Four class periods. Enrollment by permission of the instructor. This course, for both the actor and the director, investigates tools to create a character on stage. We will learn to analyze a character and to unlock the toolbox of an actor. Students will take turns between acting and directing scenes after thorough analysis of the material. Course projects will include showing one's work as both actor and director to an actual audience. The total time requirement for this course (class time plus homework) may exceed the standard nine hours per week.

THEA-520/2 Play Production
THEA-520/3
Five double periods. By audition only. This course is comprised of the performance of a significant work by an important playwright. Recent choices include *Man of La Mancha, Arsenic and Old Lace, All My Sons, Rhinoceros* and *Romeo and Juliet*. Students will study the text and work with a faculty director to realize the play in full production. While all Lowers, Uppers and Seniors are eligible, this course is designed as a synthesis experience to apply skills learned in other courses. *Play Production* may be taken as a sixth course only if the student has no grade below a "4" in the previous trimester. Students must be enrolled in *Play Production* in order to participate in any major role. The total time required for this course (class time plus homework) may exceed the standard nine hours per week.

THEA-530 Shakespeare Workshop (S)
Four class periods. Open to Uppers and Seniors. An intensive study of several plays by Shakespeare, with the major emphasis on performance of text. Close attention is given to pronunciation, diction, rhythm, dynamics and interpretation. Students read aloud, act, memorize and perform scenes and soliloquies. This course is offered also as *English 311*, and students will be required to write papers similar to those required by *English 310*. (**Prerequisites** for *English 311* are listed in the English department course description.) (Mr. Heelan)

ENGL-593 Play Writing
See description under *English 593*.

World Languages

Andover's requirement of at least three high school years of an ancient or modern language rests on the firm belief that direct acquaintance, through language, with the spirit and people of other lands is a psychological and intellectual resource of inestimable value for each individual, for every country, and for our common world.

The diploma requirement is satisfied by completion of three trimesters at the *300* level reached through the regular sequence, or by one trimester of *400* level reached through the accelerated sequence. Placement of new students is based on their previous school record, on the placement test on the questionnaire sent to them and their current language teachers in the spring, and, when appropriate, on a personal interview with the language chair at Andover. Details regarding various options and the diploma requirement as it is applicable to incoming Uppers and Seniors who begin a new language at Andover are available from the Registrar's Office. Students who have experienced serious difficulty in language study at Phillips Academy may petition to take an alternate program for language study, described on page 71. Further information may be found in the pamphlet titled *World Languages at Andover*.

Each of our languages, ancient and modern, may appropriately be started by students of any grade, Juniors through Seniors. Most Andover students continue their language study beyond the third year. Some study a second language in addition.

Small classes, flexible placement and opportunities for acceleration assure that each student is in the optimal learning situation. In the case of modern languages, the world language is the language of the classroom. In conversation, in reading and in writing, the goal is direct communication in the world language rather than communication through translation. The classroom experience is expanded by the Language Learning Center, media resources (e.g., periodicals, radio broadcasts, videotapes, movies, computers), the staging of plays, club activities, language events, service learning programs, and programs at Andover or nearby schools. At all levels of instruction, attention is focused both on basic language skills and, increasingly, on the literature, history and various art forms that reveal the people whose languages are being studied. Students are advised to take the CEEB Achievement Test (SAT II) in a world language as late as possible in their course of study, and in no case earlier than the second trimester of the third level.

For information on School Year Abroad, students should consult the SYA program coordinator.

Chinese

Chinese, the language used by the most people in the world, serves as one of the five working languages in the United Nations. Knowing Chinese has become a wide-open door to careers in business, law and politics. Although somewhat mysterious to Western eyes and ears, Chinese is no more difficult than any other language to write or speak. With no conjugations, verb tenses or declensions, it has some aspects that make the learning easier.

Mandarin Chinese is the language of instruction. Pinyin is the standard Romanization system for all courses. Simplified characters are taught in most courses. Beginning courses build listening and speaking skills. The skills of reading and writing are also developed. Students have access to tapes, audio-video cassettes and computer software. Opportunities are available for students of Chinese to participate in the five-week study/travel summer program in China and a School Year Abroad program in Beijing, China.

CHIN-100/0 Beginning Chinese
(a yearlong commitment)
Five class periods. An introduction to modern spoken and written Chinese, stressing pronunciation and aural-oral facility, and including the reading and writing of characters.

CHIN-120/5 Accelerated Beginning Chinese (T2)
(a two-term commitment)
Five class periods. Especially competent students will be recommended by the department for this accelerated course at the conclusion of the first trimester of *Chinese 100*. Upon successful completion of this course, students move on to *Chinese 220/0*.

CHIN-130 (S) Introduction to Chinese Language and Culture
Five class periods. This is a term-contained introductory course. Students are expected to learn practical dialogue in Chinese, as well as become familiar with Chinese culture, including cooking, festivals and social customs.

CHIN-195 Intensive First and Second Level Chinese (not offered in 2003-2004)

CHIN-200/0 Second Level Chinese
(a yearlong commitment)
Five class periods. Continued emphasis on proficiency in typical everyday situations. Essential features of Chinese grammar are introduced. Texts with both characters and Pinyin Romanization are replaced by all-character text.

CHIN-220/0 Accelerated Second Level Chinese
(a yearlong commitment)
Five class periods. Upon successful completion of this course, students move directly to *Chinese 400* by permission of the department.

CHIN-300/0 Third Level Chinese
(a yearlong commitment)
Four class periods. More emphasis on reading and writing. Graded readers are used. Their contents include folk tales, stories, episodes from literary works, biographies and introduction to Chinese history and culture. There are regular written assignments, including longer compositions.

CHIN-400/0 Fourth Level Chinese
(a yearlong commitment)
Four class periods. Readings are selected to stimulate interest in Chinese culture, ancient and modern. Topics in history, literature and current events will serve as the bases for discussions and compositions. Graded readers and simple originals are used.

CHIN-500 Stories in Modern Chinese (not offered in 2003-2004)
Four class periods. Extensive Chinese folk stories are used as basic texts. The course focuses upon the study of rhetorical devices and idiomatic usage. The course develops high proficiency in speaking and reading.

CHIN-520/1 Communication in
CHIN-520/2 Modern China
CHIN-520/3
Four class periods. Chinese news broadcasts, films and segments of Chinese TV programs are studied. Empha-sis is placed on students' listening comprehension of and written reflections upon Chinese in real-life communication. Topics in current events are discussed exclusively in Chinese.

Chinese 500 and *Chinese 520* are offered in alternate years. (2003-2004 offering: *Chinese 520*)

French

The French department offers courses at six different levels from beginning through advanced placement and beyond to courses for fluent speakers. At all levels French is the language of the classroom and in all courses it is taught in cultural contexts. The first two years emphasize basic language structures; the third serves as a transition to advanced courses that offer in-depth study of the literature and civilization of France and other French-speaking areas, especially those in Africa and North America. Each year, the academy enrolls French-speaking students from abroad who provide important first-hand contact with Francophone cultures. To enhance a student's language experience, the opportunity to study in Rennes is offered through the School Year Abroad program. Information is available through the SYA program director. There are also various summer programs offered by other institutions. Information on any of these off-campus opportunities can be obtained from the world languages office.

FREN-100/1 First Level French
Five class periods. This course is designed for those students who have had little or no previous world language experience. The course emphasizes listening comprehension and the use of basic conversational patterns of French speech. Elementary grammatical and idiomatic structures are introduced, as well as appropriate reading material. Students make extensive use of video materials both in and out of class. Assignments are regularly required in the Language Learning Center.

FREN-110/1 First Level French
Five class periods. This course is designed for those students who have had previous experience in French but who are not sufficiently prepared for the second-level course. The course emphasizes listening comprehension and the use of basic conversational patterns of French speech. Elementary grammatical and idiomatic structures are introduced, as well as appropriate reading material. Students make extensive use of video materials both in and out of class. Assignments are regularly required in the Language Learning Center.

FREN-110/5 First Level French (T2)
(a two-term commitment)
Five class periods. This course is a continuation of the First Level French course for students from both *French 100* and *French 110* in preparation for *French 200* the following year.

FREN-120/5 Accelerated
First Level French (T2)
(a two-term commitment)
Five class periods. Students will be recommended for this accelerated course at the conclusion of the first trimester of *French 100* or *French 110*. Successful completion of *French 120* allows students to advance to *French 220*. The *French100/110–120–220* sequence covers three years of French in two years.

FREN-200/0 Second Level French
(a yearlong commitment)
Five class periods. For students who have completed *French 110* or for new students who qualify through a placement test. While continuing to develop aural-oral skills, this course involves reading non-technical French prose and writing simple compositions. (Text: *Par Tout le Monde Francophone*, Herbst, Sturges)

FREN-220/0 Accelerated
Second Level French
(a yearlong commitment)
Five class periods. Upon successful completion of this course, students continue their study in fourth-year courses. Because of the rapid pace, each student's progress will be closely evaluated in November to determine whether it is in his or her best interest to move to *French 200*. (Texts: *Le Petit Nicolas,* Sempé and Goscinny; *Maigret et le fantôme,* Simenon; *Les Jeux Sonts Faits,* Sartre; *Une Fois Pour Toutes,* Sturges, Nielsen, Herbst)

FREN-300/0 Third Level French
(a yearlong commitment)
Four class periods. This yearlong course develops the language skills of listening, speaking, reading and writing through a study of literary, sociological and journalistic texts drawn from the culture of France and the Francophone cultures outside of France. The course stresses important historical events, with emphasis on both art and music, and includes the study of films and televised news broadcasts. Students will assemble a portfolio, thus being able to individualize their interests and linguistic experiences.

ADVANCED COURSES

FREN-400/1 Advanced Conversation (F)
Four class periods. Intended for students who understand, read and write French well and who already speak at a competent level, but who desire to develop further conversational skills and acquire the vocabulary and idiomatic expression necessary to be able to discuss major cultural and social issues. The course is based on current articles taken directly from the French and Francophone press. The students also read further, develop their own points of view, and keep a journal about current social trends and problems. Diction, elocution and intonation are also stressed through debates and role-playing.

FREN-400/2 The Francophone World (W)
Four class periods. Students continue the study of French through a focus on the French speaking areas outside of France. The course studies the civilizations of North, West and Sub-Saharan Africa and of the Antilles and includes a study of the geographical, social and historical aspects of these regions of the world.

FREN-400/3 The Francophone Presence (S) in the USA
Four class periods. A study of the immigration patterns and the cultures of Haitians and Francophone Asians in the United States with special attention to the Francophone communities in Lawrence and Lowell, Mass. This service-learning course will consist of two classes on campus and one double-period class per week working with the Francophone communities in our neighboring cities. In addition to daily writing in a journal, students will be expected to present a final project documenting a case study or a particular topic of the course. **Prerequisite**: enrollment in *French 400* for the winter term.

FREN-420/0 **French Literature**
(a yearlong commitment)

Four class periods. A transition from the use of reading as a means of learning the language to the use of language as a means of understanding literature. Vocabulary expansion, increased oral fluency and written accuracy are developed within the context of literary analysis. Readings have recently included: *L'Etranger*, Camus; *Le Colonel Chabert*, Balzac; *Rhinoceros*, Ionesco; *La Femme Cachée*, Colette; *Nouvelles Orientales*, Yourcenar; *Boule de Suif*, de Maupassant; and the introduction to *Le Deuxieme Sexe*, de Beauvoir. Students also see French movies that relate to the themes of the course. Students successfully completing this course are encouraged to take *French 520*.

FREN-450/1 **History of France:**
(F) **1610-1815**

Four class periods. This course will explore the creation of unified France from the beginning of the reign of Louis XIII through the end of the First Empire. Emphasis will be on the final consolidation of power under Louis XIV, the succeeding years, the tumultuous years of the French Revolution, and the First Empire under Napoleon Ier. Emphasis will be placed not only on historical events, but on their influence on the French art, music and architecture of the time.

FREN-460/2 **History of France:**
(W) **1815-1945**

Four class periods. This course will focus on the history and culture of France from the defeat of Napoleon Ier until the end of World War I, with emphasis on the prolonged struggle to institute democracy, the development as an industrialized nation with pressures for social reform, and France's grandeur as a colonial power and as a center for the arts. Particular attention will be paid to the study of French impressionism and the other dominant schools of art, literature and music.

FREN-470/3 **Contemporary French**
(S) **Civilization**

Four class periods. This course deals with aspects of contemporary French civilization such as the family, the school system, politics, gender roles, art and popular culture. The emphasis is on learning about culture comparatively through the discussion of articles, films and comic strips. The course includes research on the Web and e-mail with French students.

FREN-500/1 **Advanced Placement**
FREN-500/2 **Language**
FREN-500/3

Five class periods. Designed to meet the requirements of the Advanced Placement examination in French Language, this course is open to students who have completed three terms of fourth level French and to qualified new students. Emphasis is placed on vocabulary, grammar, conversation, composition and reading, not only in literature, but also in current newspapers and periodicals. The choice of texts is generally determined by the class and the instructor.

FREN-520/0 **Advanced Placement**
Literature
(a yearlong commitment)

Five class periods. Open with departmental permission to students who have completed three terms of fourth level French and to others who are properly qualified. Primarily a seminar in which students share their interpretations of works studied in class discussions and oral exposés, the course also includes lectures and instruction in *explication de textes*. Preparation for the Advanced Placement Examination in French Literature includes the close reading of texts such as: *Fables*, La Fontaine; *L'Ecole des Femmes*, Moliere; *Le Mariage de Figaro*, Beaumarchais; *Candide*, Voltaire; *Pierre et Jean*, de Maupassant; *La Guerre de Troie n'aura pas lieu*, Giraudoux; *Une si longue lettre*, Bâ, and the poetry of Labé, Ronsard, Rimbaud, Baudelaire and Apollinaire. This course may require more than the standard four to five hours per week of homework.

FREN-600/1 **Modern Literature**
FREN-600/2
FREN-600/3

Four class periods. A seminar course open to students who have completed *500* level French or the equivalent. The course studies modern novels and films. Students also write and perform a short play. The books studied may include *La Peste*, Camus; *Les Mots*, Sartre; *Mémoires d'une jeune fille rangée*, de Beauvoir; *Un Amour de Swann* and *Le Temps retrouvé*, Proust. Films recently studied include *Cléo de 5 à 7*, Varda; *Les 400 coups*, Truffaut; *Diabolo menthe*, Kurys; *Les Parapluies de Cherbourg*, Démy; and *Rouge*, Kieslowski.

German

The razing of the Berlin Wall and the reuniting of the two Germanys under the flag of the Federal Republic, America's pivotal European ally and Europe's leading economic power, add compellingly to the reasons for learning German. As the sole Germanic language taught at the academy, German provides unique insights into the Anglo-Saxon roots of English, its sibling. The department offers a five year course of study in reading, writing and speaking German in preparation for both the College Board Achievement (SAT II) and Advanced Placement examinations. Videotapes, computerized drills and state-of-the-art language laboratory materials supplement language immersion in the classroom. Participation in the American Association of Teachers of German national prize examination and competition against nearby schools in the German-speaking Olympiade enliven the learning process and create additional opportunities to excel.

GERM-100/0 **First Level German**
(a yearlong commitment)

Five class periods. A yearlong elementary course in speaking, listening, reading and writing. Current text: *Deutsche Sprachlehre für Auslander*, Schulz-Griesbach; supplemented by workbook, Language Learning Center tapes, video, contemporary films and computer exercises.

GERM-195/0 **First and Second**
Level, Intensive
(a yearlong commitment)

Five class periods. Open primarily to Uppers and Seniors, but also to Juniors and Lowers with permission from the department chair. An accelerated course recommended especially for students who wish to begin a second language or who possess strong language-learning skills, this course covers two years of German in one and may require more than the standard four to five hours per week of homework. Current text: *Deutsche Sprachlehre für Auslander*, Schulz-Griesbach; supplemented by workbook, Language Learning Center tapes, contemporary films and computer exercises.

GERM-200/0 Second Level German
(a yearlong commitment)

Five class periods. The study of basic grammar and conversation is continued, along with the introduction of short stories and theme writing. Texts: *Deutsche Sprachlehre für Ausländer*, Schulz-Griesbach; *Das Brandopfer*, Goes, and/or *Emil und die Detektive*, Kästner.

GERM-300/0 Third Level German
(a yearlong commitment)

Four class periods. This course emphasizes review, reading and listening comprehension, expansion of vocabulary and written and oral expression in preparation for the College Board Achievement Test. Current texts: *German in Review*, Sparks and Vail; selected works by Dürrenmatt; *Biedermann und die Brandstifter*, Frisch; works by Kafka; selected short stories, tapes, poems and contemporary films.

GERM-400/1 Advanced German
GERM-400/2
GERM-400/3

Four class periods. A continuation of the reading, listening, writing and speaking skills covered in third level German. Students are exposed to a variety of German literary works across different time periods, including poems, plays, short stories and novels. Selective review of advance grammar topics is incorporated. Authors currently read: Brecht, Dürrenmatt, Kafka, Rilke, Schlink and Eichendorff.

GERM-420/0 Advanced Placement German
(a yearlong commitment)

Five class periods. A continuation of the reading, listening, writing and speaking skills covered in third-level German as well as preparation for the Advanced Placement German language test. Students are exposed to a variety of German literary works across different time periods, including poems, plays, short stories and novels. Selective review of advanced grammar topics is incorporated. Authors currently read: Brecht, Dürrenmatt, Kafka, Rilke, Schlink and Eichendorff. Cultural events and cultural issues are used to expand reading, listening and speaking proficiency. This course may require more than the usual four-to-five hours per week of homework.

GERM-500/1 Fifth Level German
GERM-500/2
GERM-500/3

Four class periods. Open to students who have successfully completed three terms of fourth level German or its equivalent, this course varies with the needs of the class. It is usually a seminar in the analytical reading and discussion of German classics, as well as the finer points of German culture, dialects, politics and humor. Frequent writing of greater length is expected. A major term paper in German replaces the final exam. Authors currently read: Brecht, Goethe, Hesse, Kafka, Kleist, Kunze, Lenz, Lessing, Mann and Wolf.

Greek

Through the study of Greek, the Department of Classics offers students a direct entry into Greek literature. The Greek alphabet is easily mastered in the first few class meetings, and students quickly discover that the poetic and expressive qualities of Greek language and literature stimulate the imagination and illuminate the early political and intellectual development of the Mediterranean basin. The regular sequence in Greek is *Greek 100*, *200*, *300* and *400*, though Uppers wishing to accelerate may want to consider *Greek 195* followed by *Greek 300*.

GREK-100/0 Greek, First Level
(a yearlong commitment)

Five class periods. The course introduces the student directly to the classical Greek of Periclean Athens through a series of readings that present not only the vocabulary, forms and syntax of the language, but also the thoughts, feelings and actions that characterize Greek culture. Though preliminary selections are necessarily simplified, within the first year students are reading excerpts in their original form from various Greek authors.

GREK-195/0 Greek, First and Second Level, Intensive
(a yearlong commitment)

Five class periods. The course is open to Seniors and Uppers. It covers in one year the essential material of *Greek 100* and *Greek 200*, basic forms and structure, along with ample selected readings from various Greek authors.

GREK-130 Introduction to Greek (F)

Four class periods. The course is for students whose curiosity for the Greek language and literature has been aroused by their studies in other areas. For students who plan some day to study Russian or German, this course provides an excellent introduction into the intricacies of a highly inflected language. The student is also treated to an inside preview of a literature that, over the centuries, has provided inspiration and models for the literature of the Western World. It is a term-contained course, but students wishing to continue with Greek will have the opportunity to do so.

GREK-200/0 Greek, Second Level
(a yearlong commitment)

Five class periods. The course continues the format of *Greek 100*, with further systematic development of reading skills and control of vocabulary, forms and syntax through the medium of more advanced selections from the Greek masterpieces, always with the purpose of understanding the spirit of the people who produced them.

GREK-300/0 Greek, Third Level: Iliad and Odyssey
(a yearlong commitment)

Four class periods. Students will study selected works of Homer and Herodotus and sometimes a play of Euripides or Sophocles. Students examine the nature of tragedy, heroism and self-discovery.

GREK-400/1 Greek, Fourth Level:
GREK-400/2 History, Tragedy, Lyric
GREK-400/3

Four class periods. Ancient concepts of justice and morality are examined through the works of Herodotus and Thucydides. Human tragedy is explored in a play of Sophocles or Euripides. One term is devoted to the study of emotion and self-expression in the Greek lyric poets.

Japanese

JAPA-100/0 Japanese, First Level
(a yearlong commitment)

Five class periods. Open to Juniors, Lowers and Uppers. Seniors may take the course only with permission of the instructor and the division chair. Students will immerse themselves in the world of Japanese language and culture. They will learn to express themselves in a variety of conversational situations and to read and write in *katakana*, *hiragana* and about 150 *kanji*, or Chinese characters. Classroom instruction will be based on *Minna No Nihongo I*, a text in Japanese, supplemented by *karaoke* songs, listening tapes, animated films and other video materials, visits by Japanese-speaking guests, and materials developed by the instructor.

JAPA-130 Introduction to Japanese (S)

Four class periods. This course is designed for students who are thinking of traveling to Japan and/or studying Japanese as a second language at Andover or in college. In addition to developing survival-level speaking skills, students will learn to read and write using *katakana*, *hiragana*, and 50–75 *kanji*, or Chinese characters. Students will also sing and perform short skits, and follow at least one popular animated film in Japanese. Selections from the textbook, *Minna No Nihongo I*, *karaoke* songs, audio and video tapes, visits by Japanese-speaking guests, and materials developed by the instructor will support classroom instruction. In the last weeks of the course, students will research a social, cultural or historical topic in which they are personally interested and then present it to their classmates.

JAPA-200/0 Japanese, Second Level
(a yearlong commitment)

Five class periods. Open to students who have successfully completed first-level Japanese or its equivalent. A continuation of *Japanese 100*, with increased emphasis on grammar and *kanji*. Students will complete all chapters in *Minna No Nihongo I*.

JAPA-300/0 Japanese, Third Level
(a yearlong commitment)

Four class periods. Open to students who have successfully completed second-level Japanese or its equivalent. This course is designed to help students to solidify their fundamental skills in Japanese and begin to apply them toward creative expression and comprehension of authentic materials. Students will study with the text *Minna No Nihongo II* and also with movies, news reports, newspaper articles, *manga*, or comic books, and materials developed by the instructor.

JAPA-400/0 Japanese, Fourth Level
(a yearlong commitment)

Four class periods. Open to students who have successfully completed third-level Japanese or its equivalent, this course continues the work of *Japanese 300*, in which students build from basic skills into areas such as creative expression and comprehension of authentic materials. As a capstone experience in the spring term, students will undertake individual research projects in which they will utilize library, Internet, human and other resources to gather information on topics of their choosing and present them to their classmates.

JAPA-500/1 Japanese 500
JAPA-500/2
JAPA-500/3

Four class periods. The course focuses on the development of additional Kanji, and on vocabulary expansion through the study of Japanese newspapers, short stories, and a feature length film. Emphasis is placed on students' listening comprehension and speaking proficiency. **Prerequisite:** A successful completion of *Japanese 400* and/or the approval of the instructor.

Latin

The Department of Classics employs a multicultural, intellectually diverse approach to the study of Roman language, literature and culture, relating the Roman experience to that of other cultures, modern as well as ancient, whenever possible. In so doing, the department offers students a direct entry into the traditional Latin literary curriculum while at the same time providing students with an opportunity to develop a more sophisticated historical and international perspective. Traditional language study is supplemented with readings in English that address both ancient and modern cultural concerns.

LATN-100/0 Latin, First Level
(a yearlong commitment)

Five class periods. The purpose of the course is to teach students the basic features of the Latin language and of Roman culture in relation to other cultures, e.g., family life and societal relationships, slavery, travel, sports, life in the big city, entertainment and education. Where appropriate, these topics are amplified by supplemental readings in English and Latin. Students learn the traditional forms and syntax. All six tenses, indicative and passive, are covered, as well as all five declensions of nouns, three declensions of adjectives and the standard pronouns. There is extensive practice in recognizing endings of nouns, adjectives, pronouns and verbs, also case uses and normal Latin sentence structures, with the goal of mastering basic techniques of accurate translation and comprehension of Latin sentences and stories.

LATN-130 Introduction to Latin (F-S)

Five class periods. Comparable to the first term of *Latin 195* but with less depth of coverage, this one-term course is for students seeking an introduction to the Latin language or those whose studies in other languages (including English) have aroused their curiosity about the workings of languages (grammar, syntax and vocabulary). It offers special profit and fascination to students of French, Spanish and Italian, since it gives a wider perspective on much of what they already know. For students who plan some day to study Russian or German, it serves as an introduction to the workings of highly inflected languages. It is a term-contained course, but students wishing to continue with Latin will have the opportunity to do so.

LATN-190/0 Latin as a Foundation, Level I
(a yearlong commitment)

See description on page 48, "Alternate Program for Language Study."

LATN-195/0 Latin, First and Second Level, Intensive
(a yearlong commitment)
(formerly LATN-102/0)

Five prepared class periods. This course covers in one year the essential elements of *Latin 100* and *Latin 200.*

LATN-200/0 Latin, Second Level
(a yearlong commitment)

Five prepared class periods. During the fall, the linguistic and cultural approach of *Latin 100* is continued, reviewing and completing the basic grammar (including participles, subjunctives and indirect statements) and reading about other aspects of Roman life. Following themes of myth and early Roman legend, the winter term gives students a chance to apply their newfound skills in reading *Fabulae Graecae*, a series of mythological stories designed to review and consolidate students' knowledge of Latin in preparation for reading genuine Roman authors in the spring, i.e., Apuleius' account of Cupid and Psyche, Ovid's myths and selected prose passages from historians like Livy and Caesar.

LATN-290 Latin as a Foundation, Level II
(a yearlong commitment)

See description on page 48, "Alternate Program for Language Study."

LATN-300/0 Latin, Third Level: Livy, Catullus, Cicero, Vergil
(a yearlong commitment)

Four prepared classes, all single periods. Students begin the fall with a thorough review of the Latin language in conjunction with correlated reading passages. In the latter half of the fall, students read Livy's historical account of the rape of Lucretia, previewing the roles of class, power and gender in Roman history. In the winter, students read the lyric love poetry of Catullus, and Cicero's speech *Pro Caelio,* defending one of Catullus' former friends against charges brought by the woman to whom Catullus wrote his most famous poems. In the spring, students read Book II of Vergil's *Aeneid*, the story of the Trojan Horse and the destruction of Troy, a heroic backdrop for very human struggles of duty and loyalty among women and men, parents and children,
leaders and followers, humans and their gods.

ADVANCED COURSES

Latin 520V (AP Vergil) and *Latin 520L* (AP Lyric, Horace and Catullus) are open to students who have completed *Latin 300* and have met other criteria set by the classics department. Although students normally read Vergil (*Latin 520V*) the year after taking Latin 300 and Latin lyric (Horace and Catullus, *Latin 520L*) the year after reading Vergil, students completing *Latin 300* may sign up for *Latin 520L* on a space-available basis, preference being given first to all completing *Latin 520V*, then to Lower Middlers completing *Latin 300* with honor grades, and last to Upper Middlers completing *Latin 300* with honor grades. Students may not switch between *Latin 520V* and *Latin 520L* during the year.

LATN-520V/0 Advanced Placement Latin: Vergil
(a yearlong commitment)
(formerly LATN-420)

Five prepared class periods. This course prepares students for the Advanced Placement exam in Vergil. Students read the entire *Aeneid* in English and substantial selections of Books I, IV and VI in Latin, examining Vergil's literary form and technique, as well as the philosophical and political dimensions of his age. Book II, which students will have read in the spring of *Latin 300*, is reviewed quickly. Book I frames Rome's 1,000-year ascendancy in the rivalries of divine wills. Book IV tells the story of the tragic conflict between Aeneas' love for Queen Dido and his obligation to imperial Roman destiny. Book VI features Aeneas' descent into the underworld to gain prophetic visions of Rome's future greatness. Brief selections from Books VII-XII, the "Roman Iliad," round out the readings for the year. **Prerequisite:** a grade of "4" or higher in *Latin 300* or permission of the department chair.

LATN-520L/1 Advanced Placement Latin:
LATN-520L/2 Horace, Catullus
LATN-520L/3 (formerly LATN-520)

Four prepared class periods. This course prepares students for the Advanced Placement exam in Horace and Catullus, the logical sequel to the Vergil AP course. In the fall term, students study the lyric poetry of Horace, experiencing firsthand his *curiosa felicitas*, admired and celebrated by other poets for 2,000 years. In the winter, they come face to face with the brilliance, passion and candor of Catullus' lyric genius. In the spring, students learn to compare and contrast these two monumental literary figures, at the same time reviewing for the Advanced Placement exam. **Prerequisite:** a grade of "4" or higher in *Latin 300* or permission of the department chair.

Russian

With the demise of the Soviet Union and resulting rapid expansion in East-West activity, the ability to communicate in Russian and knowledge of Russian culture have lost none of their importance. As the world enters the 21st century, there are more contacts now with Russia and countries of the former Soviet Union than ever before. Not only are American business, science and technology clamoring for Russian speakers to work in and with the new Russia, but Russian remains the *lingua franca* in all the former Soviet republics, making it extremely important now for national security reasons as well.

Before studying Russian, many consider it strange and difficult, but its alphabet and vocabulary have the same sources as English, and it follows many of the same principles of grammar. Continuous oral, visual and instructional use quickly make Russian familiar and enjoyable.

The Russian department offers a five-year course of study. This well-established program ensures confident progress in speaking, aural comprehension, reading and writing. Elementary courses use computer drills and presentations to strengthen grammar skills and

improve vocabulary learning. At the upper levels, students use Russian word processors for their compositions. Video is used throughout to improve understanding of culture as well as language. Students who have had success in another world language or who have some prior experience with Russian are encouraged to consider taking *Russian 195*. It is the policy of the department to use Russian exclusively in the classroom.

RUSS-100/0 Introduction to Contemporary Russian
(a yearlong commitment)
Five class periods. A yearlong elementary course in speaking, listening, reading and writing. Texts: Kostomarov, *Russian for Everybody* (Russky Yazyk—Moscow), reference materials.

RUSS-130 (S) A Short Course in Beginning Russian
Four class periods. A term-contained introduction to speaking, reading and writing Russian, using conversational text materials, this course enables students to feel comfortable with the somewhat different features of a Slavic language. It also gives a sound foundation for continuing courses in Russian language, history and literature, whether at Andover or in college.

RUSS-195/0 Intensive Contemporary Russian
(a yearlong commitment)
Five class periods. Open primarily to Seniors and Uppers, but also to Lowers and Juniors with special permission. A yearlong accelerated introductory course covering two years in one, it is especially recommended for students who wish to begin a second language or who possess strong language skills. Successful completion of *Russian 195* enables students to enter *Russian 300*, thereby completing the world language requirement in two years. Texts: The same as those of *Russian 100* and *Russian 200*. This course may require more than the standard four to five hours per week of homework.

RUSS-200/0 Intermediate Contemporary Russian
(a yearlong commitment)
Five class periods. Completion of the elementary course with continued emphasis on active use. Texts: Kostomarov, *Russian for Everybody*; graded readers; reference materials. **Prerequisite:** successful completion of *Russian 100*.

RUSS-300/0 Third Level Russian
(a yearlong commitment)
Four class periods. Students will improve conversation and composition skills through work with selected 19th and 20th century short stories and with video materials. A review of problematic areas of grammar is integrated into the course. Work with video and audio materials in the Language Learning Center constitutes an important component of the course. **Prerequisite:** successful completion of *Russian 195* or *Russian 200*.

RUSS-400/1 Fourth Level Russian
RUSS-400/2
RUSS-400/3
Four class periods. Further work in conversation and composition. Over the course of the year, there is a transition from texts that are lightly adapted to texts in the original. The focus of materials is the 20th century. The winter term is devoted to a single text; fall and spring terms examine shorter texts and video materials. Work with video and audio materials in the Language Learning Center constitutes an important component of the course. **Prerequisite:** successful completion of *Russian 300*.

RUSS-420/0 Intensive Fourth Level Russian
(a yearlong commitment)
Four class periods, plus one unprepared. The core materials of the course are identical to those used in *Fourth Level Russian*. In addition, however, one of the five weekly meetings will be devoted to proficiency-oriented topics. This course may require more than the standard four to five hours of homework per week. **Prerequisite:** successful completion of *Russian 300*.

RUSS-500 Fifth Level Russian
(not offered in 2003-2004)
Four class periods. A central goal of this course is to provide students with an overview of the major themes and developments in the last two centuries of Russian literature. Students will be expected to integrate this knowledge into the base they have acquired in their previous Russian study. At the same time, students will work to improve their ability to diagnose their own language-learning strengths and weaknesses, and, where relevant, to plan their approach to the continued study of Russian at the college level. Prerequisite: successful completion of *Russian 400/3* or *Russian 420*.

Spanish

The Spanish department offers a six year course of study. Students who demonstrate unusual ability and interest during the first year are invited to join an accelerated sequence. The language of the classroom is Spanish, and extensive use is made of the Language Learning Center. Students learn to understand, speak, read and write the language, and also are given a comprehensive introduction to the literature and culture of Spain and Latin America. To enhance a student's language experience, the opportunity to study in Zaragoza is offered through the School Year Abroad program. Information is available through the SYA program director. Upon completion of any fourth level course sequence or combination, a student will be prepared to take the AP language exam.

SPAN-100/1 First Level Spanish
Five class periods. This course is designed for those students who have had no previous world language experience. The course emphasizes listening comprehension and the use of basic conversational patterns of Spanish speech. Elementary grammatical and idiomatic structures are introduced, as well as appropriate reading material. Students make extensive use of video materials both in and out of class. Assignments are regularly required in the Language Learning Center. All classwork is conducted in Spanish. (Text: *Destinos*, Van Patten et al.)

SPAN-110/1 First Level Spanish
Five class periods. This course is designed for those students who have had previous experience in Spanish but who are not sufficiently prepared for the second-level course. The course emphasizes listening comprehension and the use of basic conversational patterns of Spanish speech. Elementary grammatical and idiomatic structures are introduced, as well as appropriate reading material. Students make extensive use of video materials both in and out of class. Assignments are regularly required in the Language Learning Center. All classwork is conducted in Spanish. (Text: *Destinos*, Van Patten et al.)

SPAN-110/5 First Level Spanish (T2)
(a two-term commitment)
Five class periods. This course is a continuation of the first-level Spanish course for those students not enrolled in *Spanish 120* (Accelerated First Level Spanish). (Text: *Destinos*, Van Patten et al.)

SPAN-120/5 Accelerated First Level Spanish (T2)
(a two-term commitment)
Five class periods. Especially competent students will be recommended for this accelerated course at the conclusion of *Spanish 100/1* or *Spanish 10/1*. Successful completion of *Spanish 120* enables students to enter *Spanish 220*. *Destinos*, a video-based program, serves as the primary text (see above) and is supplemented with reading selections and proficiency-oriented exercises.

SPAN-200/0 Second Level Spanish
(a yearlong commitment)
Five class periods. After a review of the *Destinos* material covered in the first level (lessons 1-26), students complete the program (lessons 27-52). Emphasis is placed on oral practice and control of essential grammar. Writing and reading skills are further developed. Extensive study of Mexico. In the spring, a full-length play is read.

SPAN-220/0 Accelerated Second Level Spanish
(a yearlong commitment)
Five class periods. This is an accelerated second-year course that develops communicative competence and provides intensive reading and writing practice. The *Destinos* program is used as a video supplement to written course materials. Students normally must maintain an honors grade to remain in this course. It enables honors students, upon departmental recommendation, to enroll in a fourth level course. Open to students who have completed *Spanish 120* with distinction and to other qualified students with departmental permission.

SPAN-250 (F) Spanish for the Bilingual
Five class periods. Designed for students with strong oral skills (native or near-native) who have not had any formal training in Spanish grammar. A strong emphasis on writing skills (spelling, grammar and composition) is supplemented by reading selections from periodicals, newspapers and works by Spanish and Latin American writers. This course enables students to enroll in *Spanish 220* or *Spanish 300*, at the discretion of the department. **Prerequisite**: interview with the department chair.

SPAN-300/0 Third Level Spanish
(a yearlong commitment)
Four class periods. During the fall term, a thorough review of grammatical structures is provided in both oral and written formats. Weekly compositions and oral reports on current events, controversial issues and topics of particular interest to the community are supplemented by regularly scheduled sessions at the language laboratory. The primary objective of the winter term is to expose students to a challenging and sophisticated literary text, *El Coronel No Tiene Quién le Escriba* (*No One Writes to the Colonel*) by G. García Márquez, while enforcing their structural skills and communicative competence through a series of grammar, vocabulary and comprehension exercises based on the novel. In the spring, students read *Las Bicicletas Son Para el Verano* (*Bicycles Are for Summer*), a play about the Spanish Civil War by a contemporary Spanish playwright, and perform selected scenes from this work.

ADVANCED COURSES

SPAN-400/1 Current Events and Multimedia Approaches to the Hispanic World
FALL TERM—This course is designed to expand and refine speaking, reading and writing skills in Spanish through a focus on current events. Students subscribe to the weekly international edition of *El País*, one of Spain's leading newspapers, and access online information from other news sources in the Spanish-speaking world. Articles are used as a basis for class discussion, oral presentation and written work. Where possible and appropriate, taped newscasts from *Scola* supplement the study of news topics. Students produce a newscast on video during the course of the term.
WINTER TERM—An in-depth study of contemporary cultural topics, such as education, immigration, use and abuse of alcohol and drugs, gender issues, etc. Students are exposed to a variety of authentic and sophisticated sources of the language through the use of newspaper and magazine articles and other printed and online material, digitized programs, video and film. The course involves reading, discussion, writing and an ongoing grammar review. *Spanish 400/2* is a prerequisite for *Spanish 430*.

SPAN-420/1 Readings in Contemporary
SPAN-420/2 Spanish and Spanish-
SPAN-420/3 American Literature
Four class periods. Each trimester, the class aims to develop all language skills through reading, discussion, oral presentations and regular writing assignments.
FALL TERM—In the fall, a novel by contemporary Spanish author Carmen Laforet or Miguel Delibes or Camilo José Cela is closely examined.
WINTER TERM—In the winter, the focus is modern and contemporary Spanish and Spanish-American drama. There is a dramatic performance at the end of the trimester in lieu of a final exam.
SPRING TERM—In the spring, students read *Como agua para chocolate*, a novel set during the Mexican Revolution.

SPAN-430 (S) The Hispanic Presence in the USA
A study of the immigration patterns and the adjustment process of Hispanics in the United States with special focus on the Hispanic community in Lawrence, Mass., this service-learning course will consist of three classes on campus and one class per week tutoring adults at the Lawrence Family Development Charter School. Students will continue to refine their Spanish language skills while working with and learning from local Hispanic immigrants involved in the naturalization process. Film, video, printed material, personal accounts and literature will complement the experiential learning of this course. In addition to writing daily, students will be expected to present a final project documenting a case study or a particular topic of the course. **Prerequisite**: completion of *Spanish 400/2*. Limited enrollment.

SPAN-500/1 Current Issues in the Spanish-Speaking World
Four class periods. Current articles from the periodicals *Cambio 16* and *Visión*—similar in content and format to *Time* magazine—provide the context for the review and practice of the more complex structures of the language and for vocabulary expansion. In addition to writing assignments based on the articles, students are evaluated on their aural comprehension and oral proficiency once a week in the Language Learning Center. In the last two weeks of the term the focus shifts to a contemporary film from Spain or Latin America as a basis for (a) the mastery of colloquial speech patterns and current idiomatic expressions and (b) the analysis of social and/or political issues in the Spanish-speaking world.

SPAN-500/2 Film and Narrative

Four class periods. Through a series of short stories, films, videotaped scenes, and a novel, this course focuses on childhood perceptions of the adult world in different areas of the Hispanic world. The universal aspects of childhood—those that transcend cultural or geographical boundaries—and those experiences that stem from specific child-raising practices or societal attitudes toward the child are explored through a series of analytical and creative writing assignments. Role playing and oral/aural exercises in the Language Learning Center complement these assignments. **Prerequisite:** enrollment in the fall trimester of *Spanish 500*, or permission of the chair of the Spanish department.

SPAN-520/0 Advanced Placement Course in Literature
(a yearlong commitment)

Four class periods. This course emphasizes discussion and analysis of literary works in the classroom and frequent written assignments. It prepares the student for the AP examination in Spanish literature. This course may require more than the standard four to five hours per week of homework. Students are expected to take the AP literature exam in May.

SPAN-530 (S) Advanced Spanish Language in the Lawrence Community

In partnership with the Lawrence Family Development Charter School, this course focuses on the reading and writing skills of fourth graders preparing for the *Aprenda* exam in Spanish. Phillips Academy students meet three times per week—twice in Lawrence for one hour tutoring sessions, and once on campus to prepare their lesson plans and grade their tutees' homework. A research paper is required. Limited enrollment. **Prerequisite:** enrollment in a fifth-level Spanish course in the previous two trimesters, or permission of the department chair.

SPAN-600 Major Works in Spanish and Spanish-American Literature
(not offered in 2002-2003)

Four class periods. Contents vary according to the needs and interests of the student. This course is recommended for native Spanish speakers with solid writing skills and students who have completed *Spanish 520*. It may require more than the standard four to five hours per week of homework.

See also *Latin American Studies* (*HIST-SS535*), listed under History and Social Sciences.

ALTERNATE PROGRAM FOR LANGUAGE STUDY

Students who have experienced serious difficulty in language study at Phillips Academy may request permission from the head of the Division of World Languages to meet the world language diploma requirement by taking *Latin 190* and *Latin 290* (described below). The decision will be made in consultation with the chair of the language the student is currently taking and the chair of the classics department. As part of this program, students will normally also be required to take *Classics 310* sometime before graduation. In addition, students requesting this program after one trimester of world language at Phillips Academy may also be required to take *Latin 130* in the spring before entering *Latin 190*.

LATN-190/0 Latin as a Foundation, Level I
(a yearlong commitment)

Five prepared class meetings. Open only to those with permission from the head of the Division of World Languages in consultation with the chair of classics and the chair of the language the student is currently taking. This course is designed to serve the needs of students who have experienced serious difficulty in world language study at Phillips Academy, be it in hearing or speaking in a non-English phonemic system, or in processing world language at the rate necessary for spoken language, or in applying basic grammatical concepts for which the student has no experience on which to build. Translating slowly and carefully from Latin to English with appropriate levels of grammatical nomenclature, students in *Latin 190* learn to understand "the mother tongue of Western civilization" both on its own linguistic and cultural terms and as a paradigm for learning other languages, including formal and conceptual language structures in English. By the spring term students encounter easy but authentic prose and poetry in Latin literature. Because *Latin 190* prepares for *Latin 290*, students should expect to spend as much as 80 minutes per night on homework. One-year Seniors who are permitted to enroll in this course do, on the basis of three terms' work, fulfill the world language diploma requirement.

LATN-290/0 Latin as a Foundation, Level II
(a yearlong commitment)

Five prepared class periods. **Prerequisite:** *Latin 190* or permission or placement by the chair of classics. This course is the sequel both in content and method to *Latin 190*; it may require as much as 80 minutes per night of homework. It begins with a thorough review of the grammar and vocabulary of *Latin 190*, then proceeds to reading of selections from the *Latin 300* syllabus. However, since *Latin 290* (unlike *Latin 300*) does not prepare students to go on in a standard Latin course, students wishing to transfer from *Latin 290* to *Latin 300* must meet additional criteria set by the classics department; they should consult the chair of the classics department no later than the beginning of the winter term.

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